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ABSTRACT

This document provides guidelines for developing and implementing a preschool program in urban schools. The program described, Bridges and Links, is an educational program for 4- and 5-year-olds that represents a cooperative effort between private preschool providers and the public schools of Ohio's Conneaut Area City School District. Sections of the guide detail aspects of getting started, consideration of curriculum, the day-to-day schedule, and program evaluation. It is maintained that the program was built around a framework containing the essential program elements of interagency linkages, a well-articulated curriculum, specific teaching and learning goals, team planning and teaching, parental involvement, and quantitative and qualitative student and program evaluation. A glossary of terms is provided. Related materials, such as a preschool registration packet and evaluation materials, are appended. (RH)

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PRESCHOOL GUIDELINES

Urban Model

CONNEAUT AREA CITY SCHOOL DISTRICT

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early childhood education
"education begins with life"

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INTRODUCING BRIDGES AND LINKS

TEACHER:	What do moms do when you play mom?
SHEONA (4 years old):	Sara sometimes yells at me.
TEACHER:	She does? Is she the Mom then?
SHEONA:	No. She wants to...she just...fights over that tablecloth 'cause whoever has...she keeps pulling it...'cause she thinks that I have more and I don't.
TEACHER:	How do you fix that problem?
SHEONA:	We take it off.

Bridges and Links is an educational program for four-year-old and five-year-old children. It represents a cooperative effort between private preschool providers and the public school to meet the needs of preschoolers residing within the local community. Four important ideas undergird the Bridges and Links Preschool Program.

First, the developers of Bridges and Links propose that the opportunity for preschool service should be made available to children whose parents may be unable to afford such services.

Second, they suggest that an alternative should be made available to those children who have experienced Head Start or other preschool services and who are at-risk for kindergarten participation.

Third, a heterogeneous mix of children is preferred to the categorization and sorting of children by income or deficits. Such a mix provides ample opportunity for appropriate peer modeling and rich social/intellectual interaction.

Fourth, the developers suggest that a network be established for providing preschool services and for sharing information between private preschool providers and the public school.

providers and the public school should be established.

There are specific elements which characterize the Bridges and Links model. These elements provide the skeletal framework around which the program is built. They are as follows:

* LINKAGES with the kindergarten program and with private or community-based preschool programs;
* A well-articulated CURRICULUM which includes specific teaching/learning goals;
* TEAM PLANNING AND TEACHING among qualified teachers, adequate supervision, and ongoing staff development;
* PARENTAL INVOLVEMENT;
* Quantitative and qualitative EVALUATION measures

The simplicity of this framework allows for flexibility in meeting local needs. The model encourages adherence to the framework elements, but the ways in which the elements are developed are community-specific.

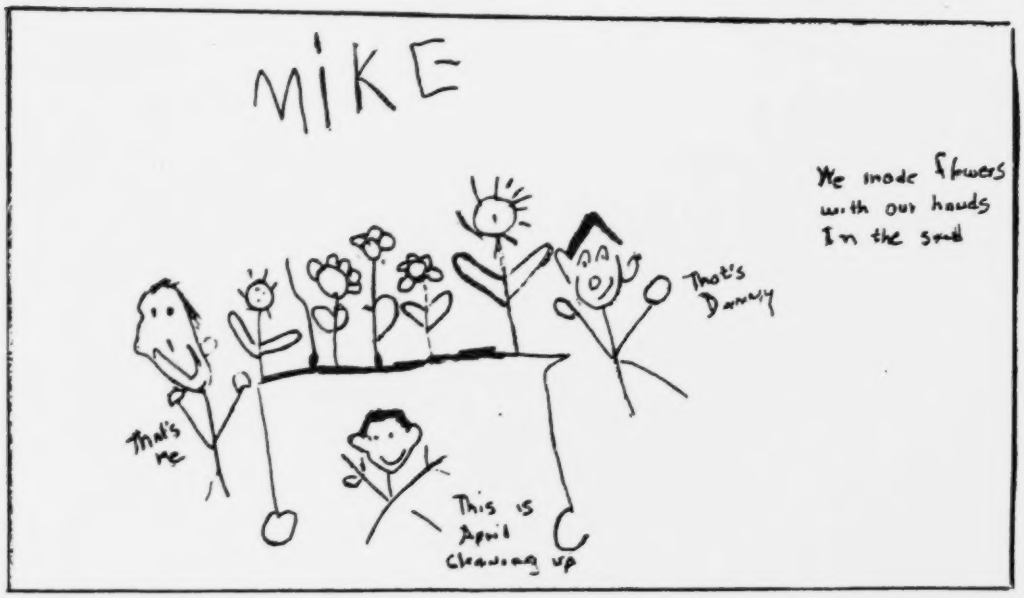
Implementing the Bridges and Links model requires no special materials or equipment. Items and equipment found in a typical kindergarten or around the home will do. In addition, a regular classroom provides ample space for the implementation of the program. The scheduling of sessions is also flexible and dependent on local needs.

The following manual is designed to guide program developers in building a Bridges and Links program that includes the essential elements: linkages, curriculum, team planning and teaching, parental involvement, and evaluation. There are four sections:

* Getting Started
* Considering Curriculum
* Glancing at the Day-to-Day Schedule
* Evaluating the Program

The first section is quite general, since many of the activities to be undertaken will depend on local conditions. Sections two and three explain the curriculum and how it works on a daily basis. The evaluation section is quite extensive, because the evaluation design recommended in this model is ongoing; it is an intimate part of the life of the program during the implementation year. An Appendix is included at the end of the manual. It contains examples of materials used in the Bridges and Links Preschool Program during the implementation year. Other relevant examples are embedded in the actual text.

Before beginning the adventure of developing and implementing a public preschool program like Bridges and Links, it is important to realize that a program like this does not just happen. Sometimes, not even after the best of planning efforts does it necessarily happen. A Bridges and Links Preschool Program is really more of a process than it is a product. There needs to be a great emphasis on capturing the hearts and minds of people. Interaction is the key action for children, for parents, for educators, and for community members in the Bridges and Links Preschool Program.



CHAPTER 1

GETTING STARTED

ADAM (4 years old): I have a baby in Mom's tummy.
TEACHER: Your mother has a baby in her tummy?
ADAM: Yeah - a real one!
TEACHER: No kidding! That's exciting news. When is that baby going to get here?
ADAM: It's a lot of miles.
TEACHER: Is it a mile away?
ADAM: A mile away in August.
TEACHER: What are you going to do when that baby comes?
ADAM: I'm goin' to play with him, and when I get big, I'm goin' to stay with my baby all alone.

What Exists

There is that old Chinese saying: "A journey of a thousand miles begins with a single step." And that initial step in developing and implementing a preschool program within the public school is to find out what is already happening outside of the school. The important question is this: what preschool programs already exist in the community? Put simply, you "gotta know the territory."

So, in the journey toward public preschool implementation, the first step is to survey current community preschool services and to obtain specific pieces of information about these programs. A simple chart can be used to condense such information, for example:

PRESCHOOL NAME/LOCATION/AGES SERVED/ TIMES/COST/CONTACT PERSON/NOTES

With this information in hand, school officials can begin to contact people associated with these services. First, school officials can inform them that the public school is considering providing preschool services and solicit their thoughts about this. Second, school officials can inquire if they would be willing to serve on an advisory council that would discuss this idea.

The Advisory Council

The formation of an advisory council is that essential next step in the building of a public preschool program. In deciding on the composition of this group, it is wise to include the 3P's: parents, pediatricians, and preschool providers. In addition, kindergarten teachers and other community members should be considered as potential participants.

Share openly with this group about the proposed public preschool program. Matters such as budget, curriculum, and evaluation procedures can be thoroughly discussed. In addition, the group can be encouraged to articulate needs and concerns common to all of those providing preschool services in the community. Such shared talk becomes the information base for linkages and bonds between the preschool providers.

Establish a specific number of meetings so that members know how much of their time to commit to the council. Meetings should be brief with well-delineated and informative agendas. For example:

TO: Bridges and Links Advisory Council
FROM: K. Roskos
RE: Meeting to be held on Wednesday (3/3/86) at 3:30 p.m.
We will hold a brief meeting on Wednesday, March 3rd, at the Administration Building at 3:30 p.m. to discuss the following:

*activities which support the curriculum
*evaluation design
*video script

I know you have busy schedules, but I hope you can fit this in next week. If the time and date are inconvenient, please let me know. Thank you!

The effectiveness of the council meetings can also be enhanced by

* providing each member with a file in which to keep council information;
* attaching articles, samples of children's art/writing, or relevant jokes to council correspondence;
* using council members as resource people in the preschool classroom;
* showing brief video clips of preschool activities;
* having guest speakers address common concerns

An advisory council is the nucleus out of which is spun a preschool services network. Such a network focuses on meeting the needs of youngsters in the community as a collective effort. Sharing is the key word -- the network shares information, expertise, and activities. Assessment and evaluation, seminars, speech/language services, public relations, and advertising are primary ways to foster connections between community preschool programs. Inclusion, not exclusion, is the underlying theme of a preschool network; it tends to keep the spotlight on young children and their needs and not on competition between preschool providers.

In general, all actions surrounding the "getting started" phase aim at informing major stakeholders about the proposed program. Stakeholders are those individuals or groups who have something to gain or lose by the implementation of a new program. The program represents a change in the status quo. The addition of another preschool program, especially a public preschool program to the community scene, definitely upsets the status quo. By communicating with and including those affected by this change at an early stage, program developers tend to create a broad-based sense of ownership in the proposed change and thus tend to minimize any disruptive effects to the "way things are."

Fitting In

As people become aware of the existence of preschool programs, areas of need emerge. These areas may serve as broad guidelines for the kind of a preschool program the public school can provide. For example, it may

become evident that simply more services are needed because existing programs have waiting lists. Or, it may be noted that certain populations are not being adequately served through existing services and such groups should be targeted for participation.

Being alert to such indicators aids in planning a successful public preschool program in two important ways. First, by addressing what appear to be gaps in current preschool programming, the public school program does not threaten existing private services too seriously. Second, basing a program on apparent community needs of the preschool population lays the foundation for bridging and linking the preschool program with community services, the home, and the K-12 curriculum itself.

The need for bridging and linking cannot be ignored. Externally, the public preschool seeks linkages with existing preschool services and bridges between home and school. The advisory council, parental involvement activities, and shared services are examples of external bridges and links. Internally, the public preschool links with special services, such as speech and language therapy, and builds curricular bridges with the kindergarten program as well as with the overall school program. Through external and internal bridges and links, alliances are formed, which enhance learning experiences for youngsters beyond the preschool years.

Assessing current preschool services and needs and consulting with advisory council members makes it easier to see how a public preschool program may comfortably fit into the local picture. It is important that the proposed preschool make sense, both in terms of community needs and the total school program. As mentioned earlier, the Bridges and Links model helps achieve a good fit between local needs and services.

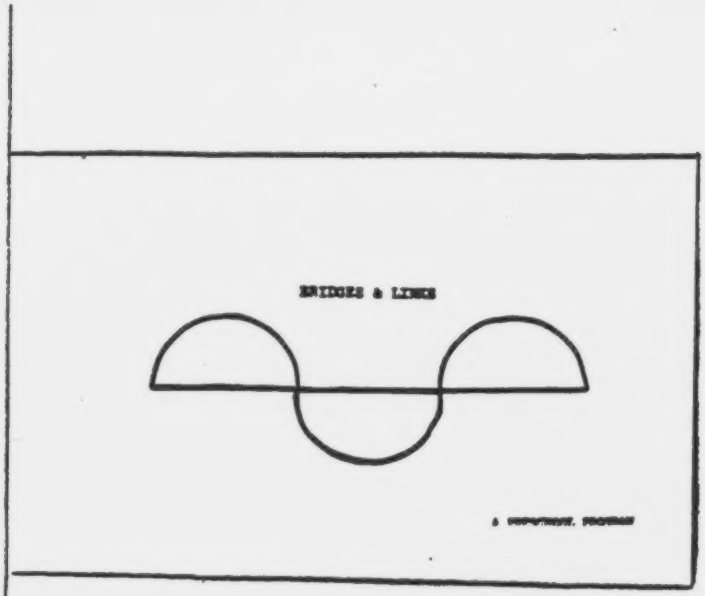
Advertising

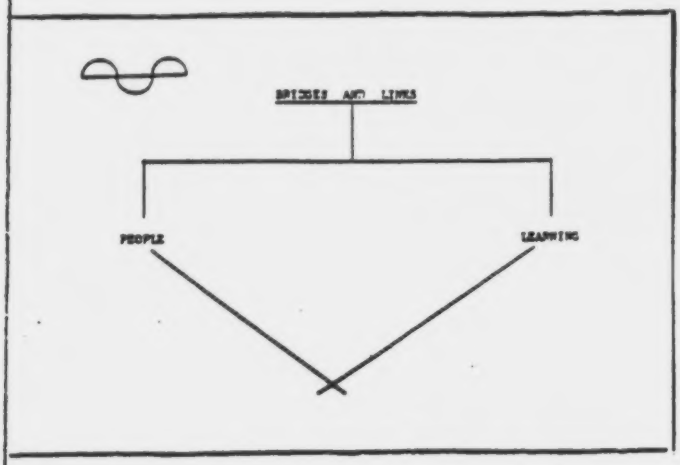
Having framed the general purpose of the public preschool program and determined how it adds to existing preschool services, thought needs to be given to marketing the concept to parents and the general public. Perhaps a

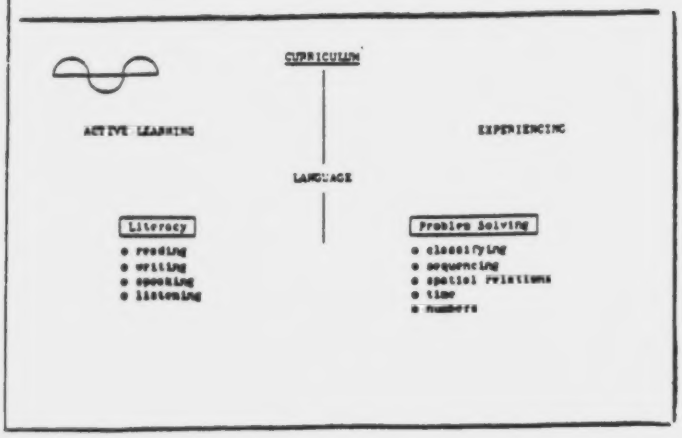
piece of advice from the president of Procter and Gamble is appropriate (Rogers, Talbot, and Cosgrove, 1984). Whenever people approached him with new ideas he would say: "Boil it down to something I can grasp." That's exactly what needs to be done when informing both parents and the public about a new program.

There are several common ways of advertising a new program -- newspaper, radio, brochures, and so on. Perhaps the most effective is the oldest, -- word-of-mouth. However, because this ancient method carries the danger of confusion and garble, great care must be taken to communicate simple, clear messages about the intended program. This is one reason why a good name for the program may be especially beneficial. The name of a program may become THE message -- a kind of educational commercial. Every time the name of the program is mentioned, a little advertisement occurs. For example, the preschool program called Bridges and Links is not only easy to say and remember, it also subtly expresses the thrust of the program.

Below is an example of a simple brochure that capitalizes on this name.

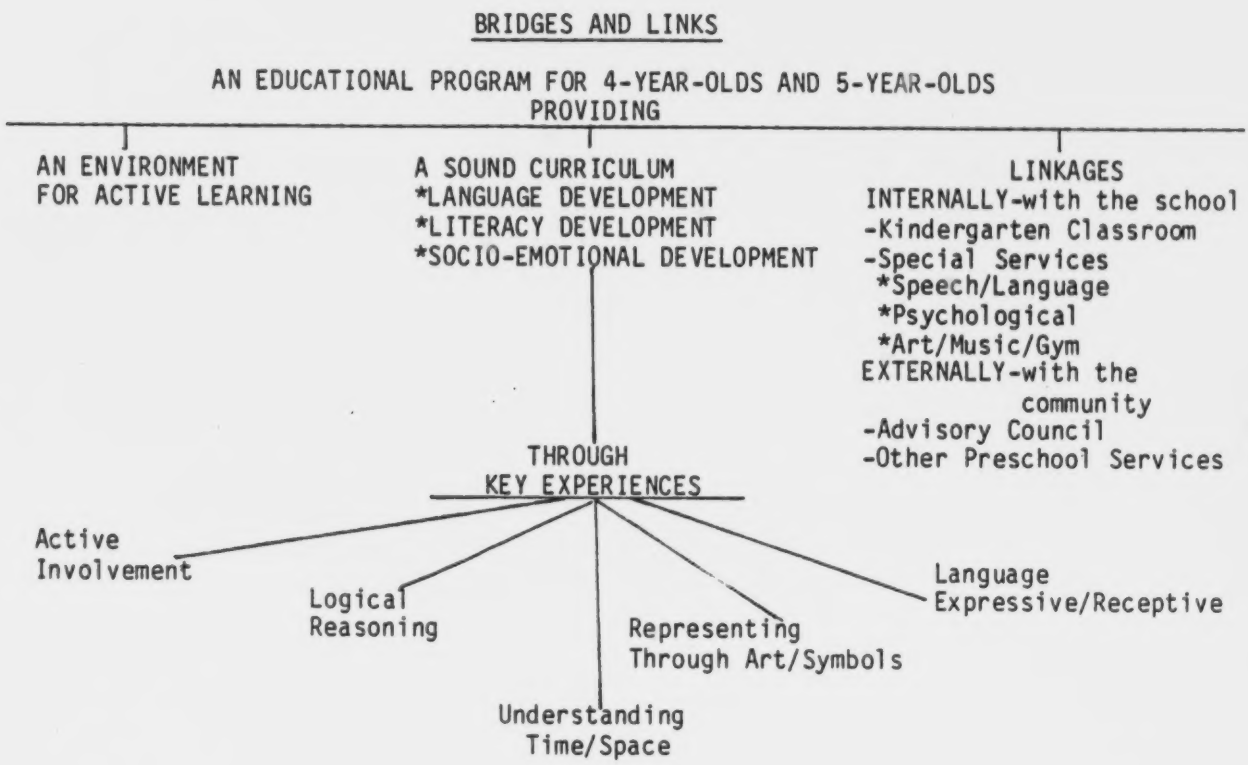

BRIDGES & LINKS


BRIDGES AND LINKS
PEOPLE
LEARNING


CURRICULUM
ACTIVE LEARNING
EXPERIENCING
LANGUAGE
Literacy
reading
writing
speaking
listening
Problem Solving
classifying
sequencing
spatial relations
time
numbers

This brochure was used in the early stages of the implementation of Bridges and Links to acquaint advisory council members and parents with the program.

There are also other creative ways of advertising, such as through parent social networks, cable television, testimonials, graphics, structural overviews, or short videos played at school or church functions. These methods also need to be concise, clear, and easily understood. Below, is an example of a structured overview used in formal presentations about the program.



INTERACTION IS THE KEY ACTION

*Daily two-hour sessions/ 15 children per session
*Certified teacher and assistant
*No special materials/ equipment required

For CHILDREN
PARENTS
EDUCATORS
COMMUNITY

In the Appendix are other examples of brochures, pamphlets, and devices which may be used to communicate the program. One thing should be noted -- advertising needs to be ongoing. It must also be diverse enough to keep the public accurately informed about the program and its relationship to the community and to the total school program.

Registration

It is said that first impressions are lasting impressions; this is no less true for those parents and children encountering the actual preschool setting for the first time. To make this experience satisfying and memorable, a team approach can be very effective. By using a team approach, numerous tasks can be accomplished thoroughly and quickly. At the same time, a friendly, relaxed manner can be maintained.

The composition of the team depends on the purpose of the registration. If the primary aim of the registration is to acquaint parent and child with the overall program, the team may consist of the program director, the teacher, and an advisory council member. Each discusses an aspect of the program. For example:

* the director discusses program philosophy and procedures and obtains basic data from the parent;
* the teacher shares the daily schedule and classroom routine; and
* the advisory council member talks about parental involvement activities

A more elaborate registration may include a broad assessment of the children entering the program. In this instance, the school nurse, a reading or learning disabilities specialist, and a speech and language therapist may be added to the team. To accomplish both an assessment and overview of the program, parents and children may be taken to the various "centers." A registration of this type looks something like this:

PARENT AND CHILD ENTER AND ARE GREETED BY THE DIRECTOR.

THE DIRECTOR GUIDES THE CHILD TO A GROUP OF ASSESSMENT CENTERS AND HAS THE PARENT BEGIN FILLING OUT BASIC REGISTRATION DATA AT A DESK IN ANOTHER LOCATION.

THE CHILD PROCEEDS THROUGH THE ASSESSMENT CENTERS:

#1: speech and language screen with therapist;
#2: basic concepts survey with specialist;
(see the Appendix for a list of assessment devices that can be easily used during a registration);
#3: tour of the classroom with teacher assistant;
#4: playtime supervised by parent volunteer

THE PARENT PROCEEDS THROUGH DISCUSSIONS WITH THE FOLLOWING:

#1: the director who overviews general program policies and procedures;
#2: the school nurse who obtains basic health and family data;
#3: the teacher who briefly reviews the assessment results

(NOTE: If the child is too shy to go through the stations alone, the parent is permitted to accompany the child and to complete registration papers later.)

A registration which includes an assessment component is highly recommended by the developers of the Bridges and Links model. By assessing the developmental status of youngsters who will participate in the program prior to entry, the teaching team can more effectively tailor the instructional program to meet the needs of children. In addition, these data become a cornerstone of program evaluation; they serve as one feedback mechanism to determine if anticipated outcomes have been achieved. In the initial

implementation of the Bridges and Links model, the assessment included the following:

* Peabody Picture Vocabulary Test
* Gesell Screen of School Readiness
* Informal Speech/Language Screen
* Boehm Test of Basic Concepts - Revised/or
  Test of Early Language Development

(Sources of these tests are included in the Appendix.)

No matter if the registration is simple or elaborate, an appointment schedule should probably be used. Appointments can be set up on fifteen-minute or twenty-minute intervals. This helps to avoid confusion, and prevents parents from having to wait with their children for a lengthy amount of time. It is also advantageous to have toys available for children to play with or a video to look at in case some waiting does occur during the registration procedure.

In addition to using an appointment schedule, prepackaged registration packets contribute to a smooth-running registration. These packets can serve as initial files on the children entering the program. Such packets can also be cleverly packaged to again advertise the main themes of the program. They may contain not only forms needed for registration, but also brochures, schedules, and general information which parents can take with them when they leave the registration event. See the Appendix for an example of a registration packet.

A Recap

In summary, several things need to be done to get started with a public preschool program, using the Bridges and Links model:

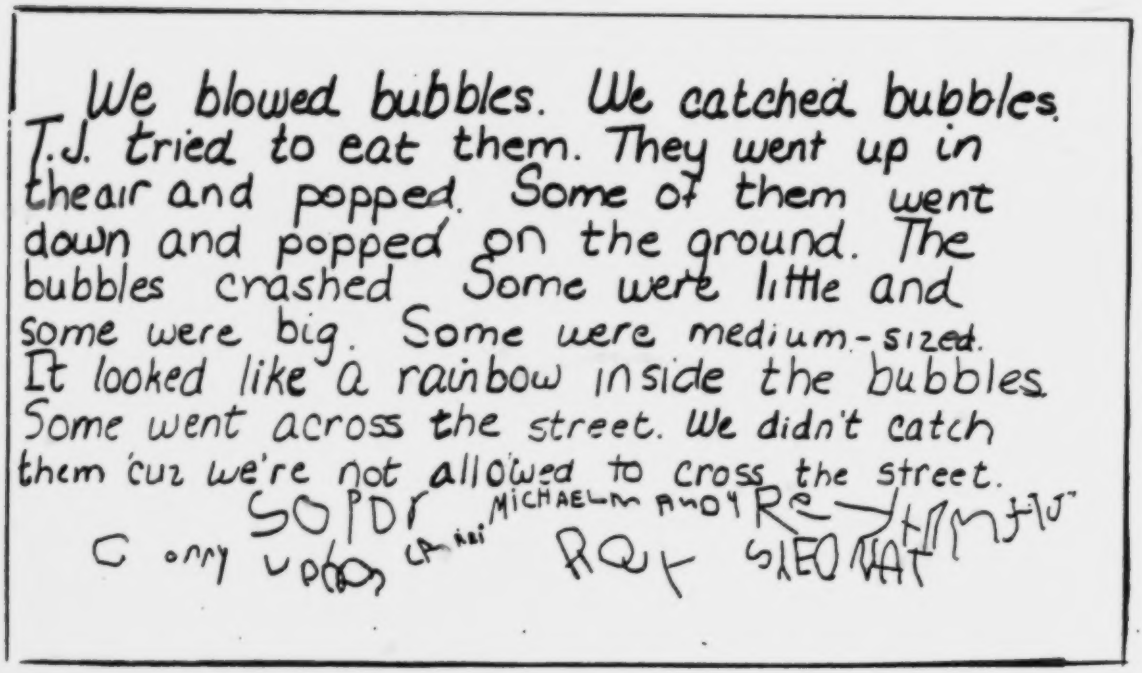
* survey the community to determine what exists;
* establish an advisory council;
* find out how the public preschool can fit in;
* develop an advertising plan for the preschool program;
* conduct a registration using a team approach

These represent the first few steps in activating the educational ideas incorporated in the Bridges and Links model.

Dad
mom
That's me
CLAUDIA
and that's my painting
5/19/86

CHAPTER 2

CONSIDERING CURRICULUM


We blowed bubbles. We catched bubbles. T.J. tried to eat them. They went up in the air and popped. Some of them went down and popped on the ground. The bubbles crashed. Some were little and some were big. Some were medium-sized. It looked like a rainbow inside the bubbles. Some went across the street. We didn't catch them 'cuz we're not allowed to cross the street.

The Cognitively Oriented Curriculum

The Cognitively Oriented Curriculum is the heart of the Bridges and Links model. It evolved out of the Perry Preschool Project under the direction of David Weikart (Hohmann, Banet, and Weikart, 1979). Substantial research exists to support the effectiveness of this curriculum (Schweinhart and Weikart, 1985).

The curriculum translates Piagetian theory into action. Five key experiences are stressed:

* active learning
* logical reasoning
* understanding time and space
* representing through art and symbols
* receptive and expressive language

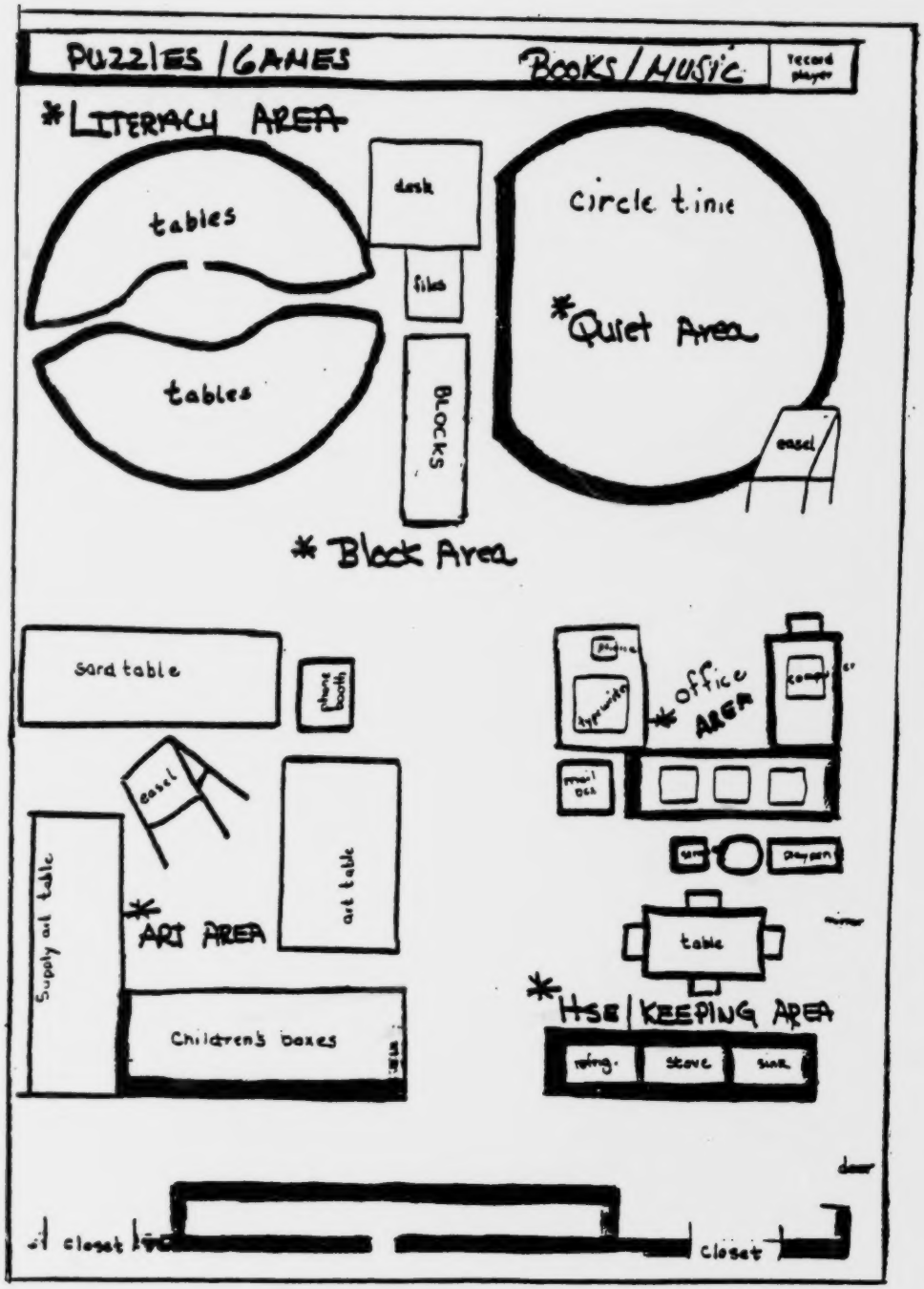
Children are encouraged to become active participants in their own learning. They are expected to plan what they will do, to implement their plans, and then to recall in some way their own learning experiences. The daily routine consists of four major chunks:

* PLANNING TIME
* WORK TIME
* CLEAN-UP TIME
* RECALL, SNACK, AND SMALL-GROUP TIME

Arranging for Learning

Effective implementation of this curriculum is dependent on the creation of an environment which allows children to assimilate and apply new knowledge. The primary premise is that children learn by doing, so a setting is created in which children can interact frequently with one another and also actively explore and manipulate diverse concrete objects. The room is arranged into areas, i.e., House Area, Art Area, Block Area, Office Area, and Quiet Area.

Reduced picture of floor plan.



These areas can easily be stocked with items found around the home or in any kindergarten classroom. In general, the following is considered when arranging the room to create an active learning environment:

* well-defined, organized, and labeled areas to encourage constructive play;
* props, manipulative devices, and materials that allow for exploration and invention;
* space for reflection and quiet;
* numerous instances of print throughout the environment;
* abundant space for displays of student work

Play as Learning

Play is the medium through which many of the key experiences occur. Children make plans for activities in the different areas, attempt to implement them through play, and then evaluate their own experiences. Through this cycle, concepts about time, space, seriation, classification, language, and problem solving are developed. A learning process consisting of curiosity, focus, practice, and mastery undergirds children's interactions with people and things and is consistently encouraged in the classroom.

Facilitating Learning

In the Cognitively Oriented Curriculum, the role of the teacher is that of facilitator and catalyst for learning experiences. A team approach to the teaching/learning process is stressed, involving the teacher, speech and language therapist, other professionals, and parents. Four strategies encompass the teaching method used by all involved with the children:

1) maintaining a comfortable, secure environment;
2) supporting children's actions and language;
3) helping children make choices and decisions;
4) helping children solve their own problems and do things for themselves

In quite simple terms, the youngsters are encouraged to learn how to learn. Two texts are available to guide educators in implementing the Cognitively Oriented Curriculum:

* Young Children in Action by Mary Hohmann, Bernard Banet, and David Weikart, 1979
* A Study Guide to Young Children in Actions by Mary Hohmann, 1983

Both are available from

The High/Scope Press
High/Scope Educational Research Foundation
600 N. River Street
Ypsilanti, Michigan 48197
Phone Number: 313-485-2000

Literacy Learning

In conjunction with the Cognitively Oriented Curriculum, special emphasis is placed on literacy development in the Bridges and Links model. The view is taken that literacy growth is a developmental process, much like learning to talk. Young children, because they are active participants in a literate society, are learning to read and write all the time. Literacy learning can be nurtured and enriched in the preschool program. Don Holdaway (1984) suggests four ways to do this on a regular basis.

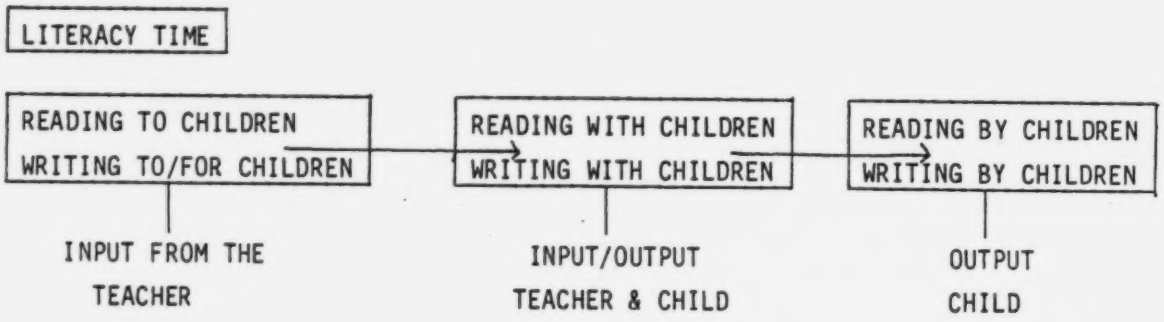
First, establish a favorable environment for purposeful, functional and satisfying literacy activities. Litter the place with print and stack the shelves and tables with children's literature.

Next, model reading and writing. Read and write to and with children everyday.

Third, allow children to "run-up" to print. In other words, provide them with lots of chances to learn about printed language. Have them write a grocery list in the kitchen, read notes in the office, label the farm scene in the sandbox, draw, and so on. Get children linguistically active as they play.

And lastly, provide instruction by sharing with children as you read and write. Encourage them to predict what print says and means. Reward risk taking, self-correction, and discovery when sharing print with children.

The diagram below depicts the process of literacy instruction in a Bridges and Links preschool.

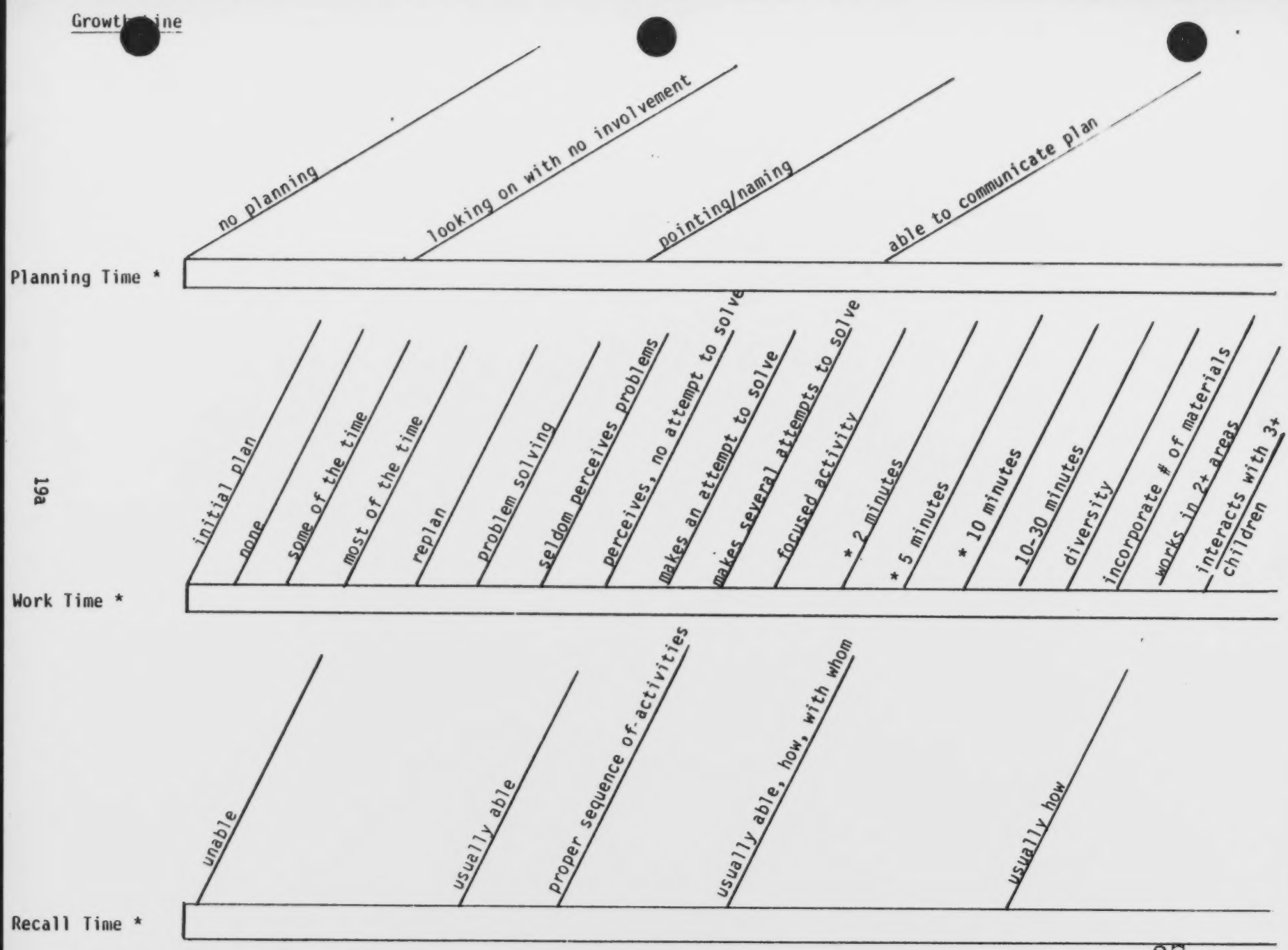


A good resource for inducing child participation in reading and writing is the Story Box published by The Wright Group, 10949 Technology Place, P. O. Box 27780, San Diego, California 92127. It provides excellent background information for teachers and interesting books for young children.

PAUL (5 years old): "My heart said I liked this book."
2/12/86

Charting Learning

Children's growth in literacy and in the key experiences designated by the Cognitively Oriented Curriculum is charted on a growth line at three different times during the program year.


Growth Line
no planning
looking on with no involvement
pointing/naming
able to communicate plan
Planning Time *
194
initial plan
none
some of the time
most of the time
replan
problem solving
seldom perceives problems
perceives, no attempt to solve
makes an attempt to solve
makes several attempts to solve
focused activity
* 2 minutes
* 5 minutes
* 10 minutes
10-30 minutes
diversity
incorporate # of materials
works in 2+ areas
interacts with 3+ children
Work Time *
unable
usually able
proper sequence of activities
usually able, how, with whom
usually how
Recall Time *

Using a colored pencil, it is easy to see progress on this chart. The growth line is a valuable observation tool for team instructional planning and conferencing with parents. The document is also used as another means of evaluating the overall program. A complete copy of the growth line is included in the Appendix.

To summarize, the curriculum for the Bridges and Links model is guided by five principles:

* active self-discovery through play;
* arranged experiences that facilitate stage-relevant thinking;
* enriched concrete and sensory experiences;
* numerous experiences with the manipulation of things, social interaction with peers and caring adults, and opportunities for self-expression;
* the use of observation as a valid tool for determining learning growth.

The Cognitively Oriented Curriculum appears to be somewhat overwhelming at first glance; however, its efficacy in developing thinking and problem solving in young children is well worth the time and study it demands.

Speech and Language

In the Bridges and Links model, the speech/language therapist provides services to groups and individuals both within the classroom and in private sessions outside the classroom.

While in the classroom, the speech and language therapist is a full member of the instructional team. The therapist regularly strolls among children during Work Time or Free Choice Time and engages specific children in conversation. This action provides a foundation for the therapist's fuller instructional role during Language Experience Time. Here, he or she more directly fosters children's language development through preplanned language activities.

Outside the classroom, the therapist serves children who demonstrate significant speech and language problems. Both individual and small-group

sessions are held. A holistic approach provides the framework for language instruction in the session format. Play is the medium for therapy. This follows the premise that the use of common language experiences rooted in daily life is the most effective way to nurture the child's developing language. Using structured play as a kind of adapted language experience, therapy sessions are more meaningful for young children. Specific language structures being developed are more easily incorporated into the child's daily language through the play experience. The therapist takes on the role of parent, modeling appropriate speech/language structures while playing with the child.

Typically, there are three primary goals for a play/language session:

* increase the child's sentence length;
* improve the child's use of grammatically complete sentences;
* improve the child's articulation skills

During the play situation, the therapist models specific speech and/or language targets that have been decided upon prior to the session. The child is encouraged to repeat the modeled sentences, using prompts from the therapist. For example:

Material: Fisher-Price Playhouse

Activity: The family goes for a ride in the car

Targets:
* Correct use of pronouns, he/she;
* Correct use of present tense, including auxiliary verb;
* Correct use /k/ sound, initial position in words

Sentences to be modeled:
* She is getting into the car.
* He is getting into the car.
* She is riding in the car.
* He is riding in the car.

1) As child and therapist play with the toy car, a dialogue is developed.
2) Within the dialogue process, emphasis is placed on the correct articulation of the word "car," correct use of pronouns, and use of the present tense.

In the sessions, while playing with the child, the therapist EXPANDS, EXTENDS, and MODULATES the child's utterances as much as possible to include more advanced grammatical forms. This is sometimes referred to as "scaffolding" and represents a primary way adults foster the child's language development. Conversational skills are also stressed in the play situation. The child is encouraged to initiate and maintain the topic of conversation as well as to request information and/or assistance during play.

Parental Involvement

Parents are involved in the Bridges and Links Preschool Program in three ways: active classroom participation, common use of materials/resources, and participation in informal seminars about child development. Through these experiences, parents are made more aware that parenting is a form of teaching. They also come to realize that their knowledge of child development is greater than they think.

Efforts are also made to keep parents informed about what is happening in the preschool. Diverse means are used to accomplish this on an ongoing basis. Some are listed below:

* brief newsletters with numerous examples of student work and comments;
* periodic open houses;
* day-to-day friendly chats as parents bring or pick up children;
* an information board outside the classroom with
  -articles of interest,
  -notification of services available in the community for preschoolers (e.g., library hour, swimming lessons, speech/language services, etc.),
  -notification of upcoming school events;
* a parents' line: a clothesline with information and student work, which parents and students can take home;
* conferences that include reviewing the child's progress.

And lastly, periodic attempts are made to solicit parent feedback. In the Bridges and Links model, two ways are suggested: periodic in-depth interviews with a selected number of parents and the survey method. Both of these are discussed in greater detail in Chapter 4, which explains the evaluation design of the model. Of course, feedback is always encouraged from parents during informal seminars and private conferences.

A Recap

The curriculum recommended for use in the Bridges and Links model is the Cognitively Oriented Curriculum developed by Weikart and Associates.

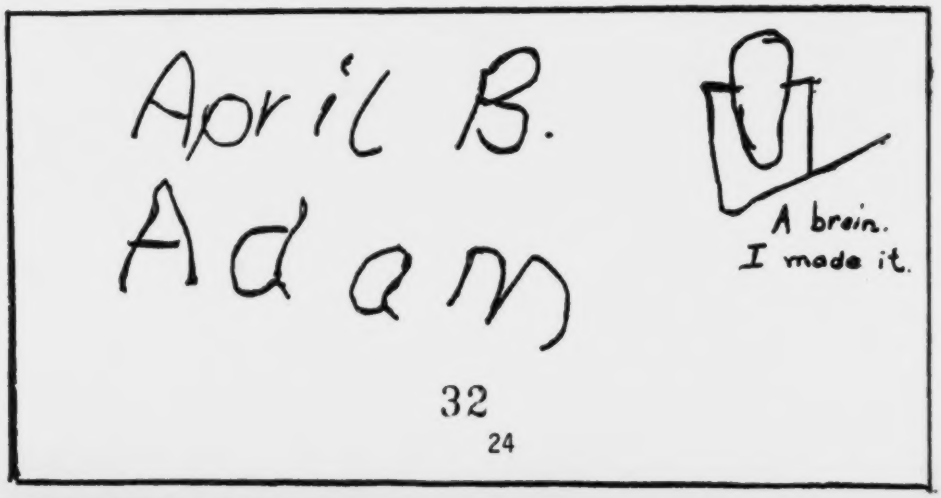
Through implementation of this curriculum, key experiences in five areas are provided: active learning, logical reasoning, comprehension of time and space, representation, and language. Children are encouraged to plan what they will do, to implement their plans, and then to recall and evaluate their own activities.

Literacy learning is also built into this curriculum within the model. Children are encouraged to experiment with print and to take chances trying to read and write. Reading and writing become an integral part of Work Time for the children. Literacy skills are also modeled and demonstrated during Language Experience Time.

Much emphasis is placed on developing a learning environment that promotes the key experiences and literacy learning. The classroom is arranged into areas in which the children can actively explore and manipulate concrete things; interaction between children and teachers is encouraged as the children play in the different areas.

. The speech and language therapist is also a key member of the teaching/ learning team in this model. The therapist is a regular participant in Language Experience Time; he or she also provides small-group and individual language learning sessions for those children with significant language problems.

Parents are involved in the Bridges and Links preschool in three ways: active classroom participation, service as resource persons, and inclusion in child-study meetings. Continual efforts are made to keep parents informed about preschool activities and to solicit their comments and feelings about the preschool program.



CHAPTER 3

GLANCING AT THE DAY-TO-DAY SCHEDULE

TEACHER: When you play, do you have any pretend friends?

SARAH: (4 years old): Well, I pretend I really have babies. They don't talk.

TEACHER: They don't? What do they do? Do they walk around?

SARAH: No way!

TEACHER: They don't walk around -- they don't talk?

SARAH: No way! If they do, I wouldn't have 'em.

The Daily Routine

During the implementation year of the Bridges and Links Preschool Program, students attended daily two-hour sessions. Each session had between 15 and 18 children. Both sessions used the same routine. To acquaint prospective developers with the day-to-day sequence of this model, a typical afternoon is described below. It is a glimpse of the daily routine as seen through the eyes of the head teacher.

12:15

The afternoon session was scheduled to begin at 12:30, but most parents began bringing their children to school at 12:15. This worked out very well because it gave the teachers and parents a chance to talk regularly about the children. By the end of the year, though, many children were entering the school alone. Most were very proud of being able to do this. As they came through the doorway of the classroom, they would loudly announce, "I came in alone." This was quite an accomplishment, and it raised their status in the eyes of peers.

12:30

After the children arrived, they soon learned to take their coats, hats, mittens, and boots off by themselves and to store them in the small closets provided at the back of the room. They then went to the Quiet Area on the rug and "read" to themselves or to others until everyone arrived. Books were piled up in various spots on the rug, and children would eagerly leaf through them, sharing pictures and print.

12:35

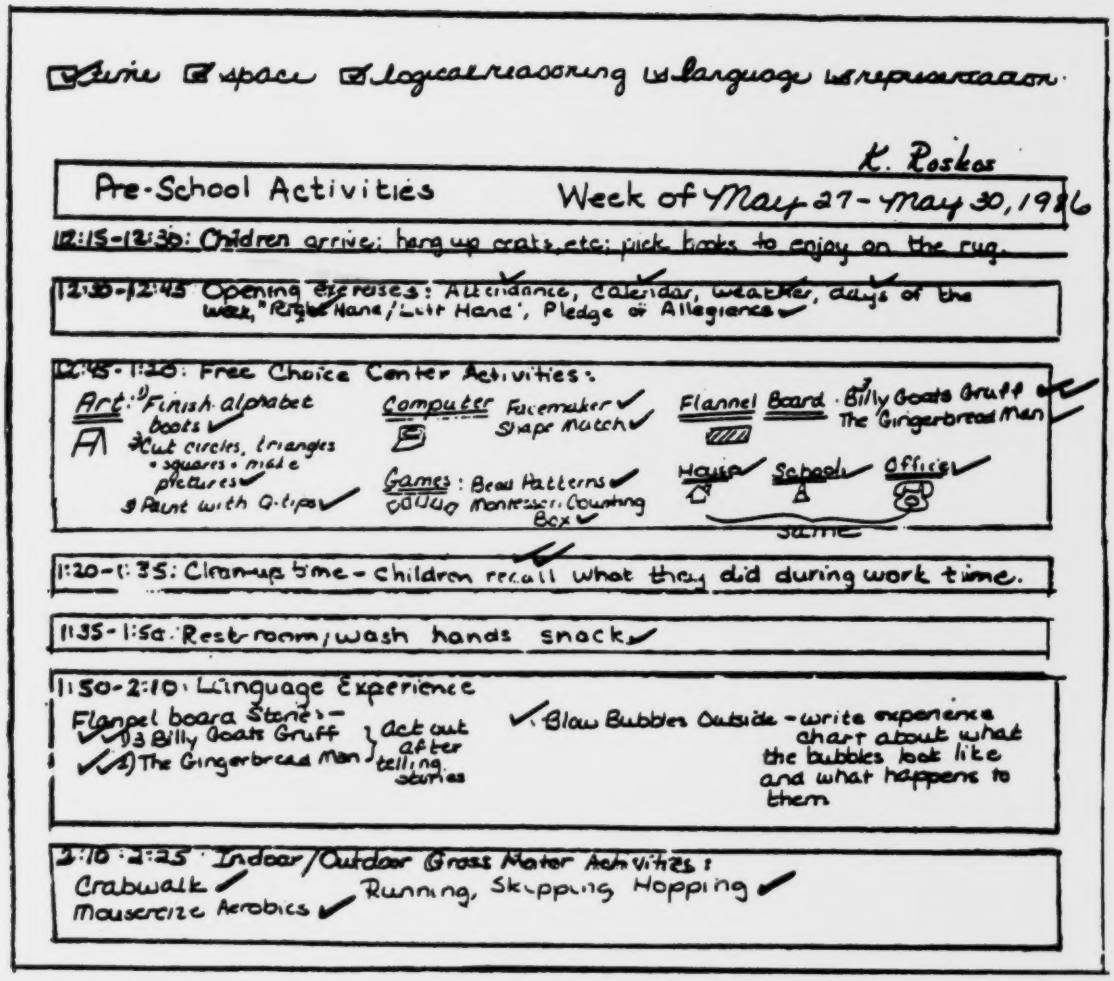
At approximately 12:35 we would begin the opening exercises. These activities were very repetitious. Children liked the routine, though, and were upset if it was changed. Attendance was taken each day by having the children give the day of the week. Days were counted on the calendar to familiarize the children with numerals and their sequence. We also practiced the days of the week and the months of the year by doing poems and gross-motor activities. Large-muscle activities were included in our daily "Right-Hand, Left-Hand" routine, which went something like this:

This is my right hand
Raise it up high
This is my left hand
Touch the sky
Right hand - left hand
Roll them all around
Left hand - right hand
Pound pound pound.

The end of our opening exercises was signaled by the pledge to the American flag, which was always done in a rousing and spirited manner.

12:45

By 12:45, the children were ready to make their plans/decisions about the Work Time or Free Choice Time activities for the day. Children could select something in any one of the activity areas in the room -- Art Area, Office Area, House Area, Puzzle/Book Area, Play School, etc. Things to do in these areas changed weekly in the key experiences: time, space, language, logical reasoning, and representation. Generally, one or two major concepts would serve as a theme for each of the areas throughout the week. For example, the weekly plan chart below indicates activities in each key experience.



☑ time ☑ space ☑ logical reasoning ☑ language ☑ representation

K. Roskos

Pre-School Activities — Week of May 27 - May 30, 1986

12:15-12:30: Children arrive; hang up coats, etc; pick books to enjoy on the rug.

12:30-12:45: Opening exercises: Attendance, Calendar, Weather, days of the week, "Right Hand/Left Hand", Pledge of Allegiance

12:45-1:20: Free Choice Center Activities:

Art: Finish alphabet books; Cut circles, triangles, squares, middle pictures; Paint with Q-tips

Computer: Facemaker; Shape Match

Flannel Board: Billy Goats Gruff; The Gingerbread Man

Games: Bead Patterns; Montessori Counting Box

House; School; Office

1:20-1:35: Clean-up time - children recall what they did during work time.

1:35-1:50: Rest room/wash hands snack

1:50-2:10: Language Experience

Flannel board Stories: 3 Billy Goats Gruff; 2) The Gingerbread Man } Act out after telling stories

Blow Bubbles Outside - write experience chart about what the bubbles look like and what happens to them

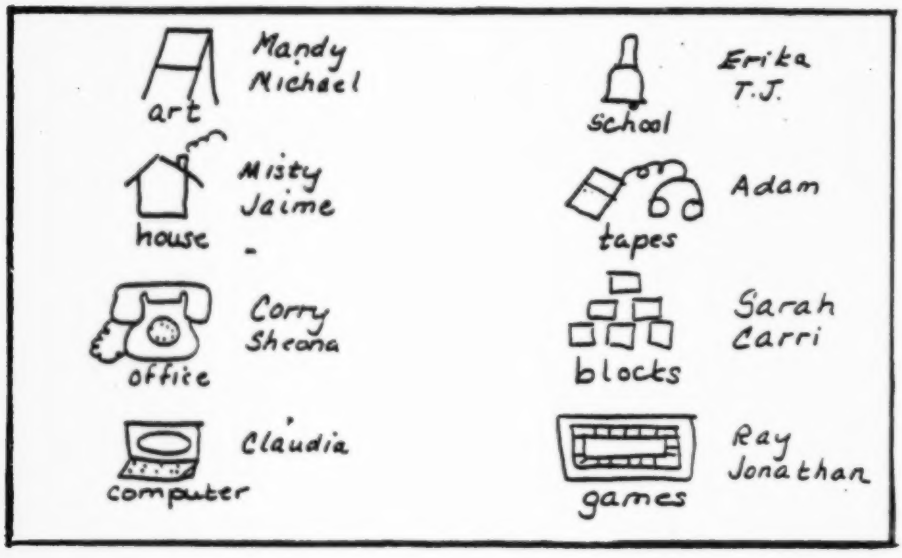
2:10-2:25: Indoor/Outdoor Gross Motor Activities:

Crabwalk; Mousercize Aerobics; Running, Skipping, Hopping

Additional theme-centered activities included in the areas would be the following:

* different kinds of animals
* shapes
* lengths
* weights
* numbers

The children used their name tags or phone numbers to gain entrance into the selected area of choice. By doing this, children quickly learned to read their own names, as well as the names of the other children. They also learned to read important phone numbers in this manner. Each work area was usually limited to four children at any one time. Every day, each child's choices were recorded. Note the example below:



The daily reading of these choices by the children represents an example of how literacy learning was continuously stressed in the Bridges and Links classroom. Early on, children learned to recognize that symbols can stand for words that they say.

Once in an area, children did not have to stay there for the entire Work Time, but when they did move to a new area, they were expected to let me or my assistant know of the change in their plan. In the beginning, the average length of time in an area was about five minutes. As the year progressed, the children often spent up to 30 minutes in an area, engaged in one activity.

Examples of activities in the various areas include the following:

Art Area

* free expression painting at the easels
  (teachers write the child's description of the artwork on the artpiece)
* cutting and pasting various materials to make a three-dimensional collage, e.g., cloth/string/noodles/paper
* making seasonal drawings or art projects
* using the four basic shapes to create a representational picture

House Area

* "cooking" using
  -different kinds of beans/noodles/beads for seriation
  -clay to make food
  -Play-Doh and various shaped cutouts to make cookies
  -various kitchen utensils such as spatula, beater, rolling pin, measuring spoons
* dressing up in different costumes for role-playing
* setting the table
* playing house

School Area

* writing on the chalkboard
* playing with paper, pencils, old dittos, etc.
* teaching and learning letters/numerals
* teaching and learning how to write individual student names or different words
* conducting assessments with each other

Games Area

* Montessori counting box
* color-sorting
* various levels of puzzles
* teacher-made games for special needs
* various sizes of blocks, legos, etc.

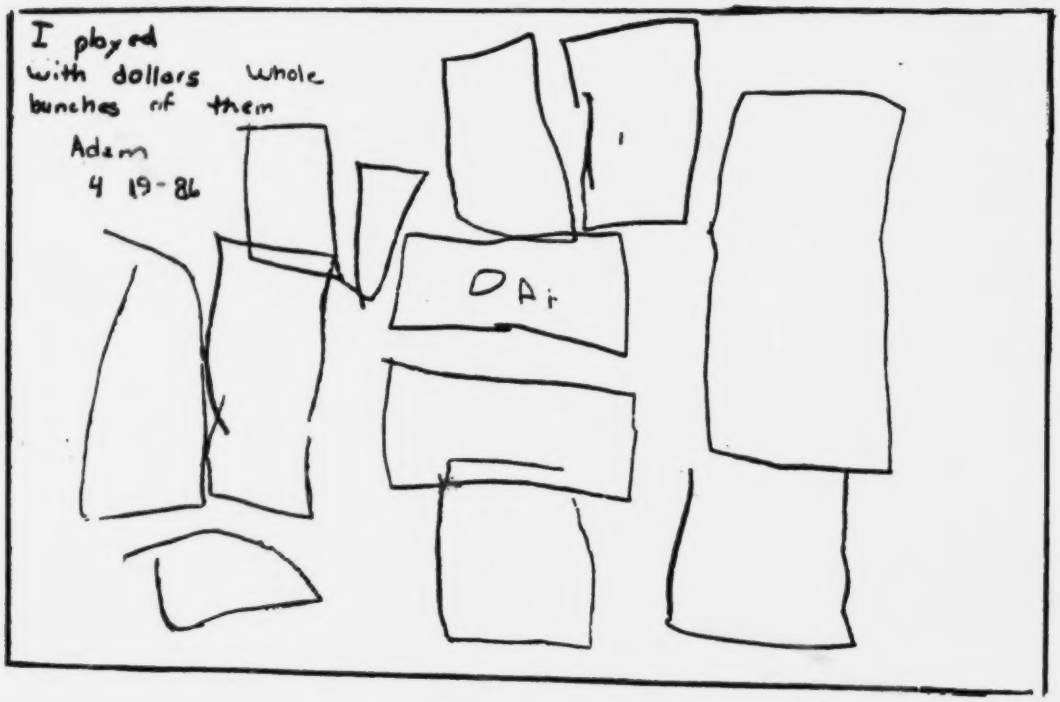
Computer

* matching letters
* early reading
* early writing
* number readiness
* shape recognition

(Numerous activities are listed in the curriculum handbook developed during the project. This is available from the Conneaut Area City Schools for a minimum copying fee.)

The children worked in these areas for about 30 or 40 minutes, including Clean-Up Time. The time varied according to the atmosphere of the room on a particular day. Five minutes before the children were to clean up, they were told that soon they would be ending their activities. This transition message aided children in getting ready to recall what they had done. To signal actual Clean-Up Time, a helper would ring a bell to inform the children. The children were responsible for their own clean-up, and had to put things back in their proper places.

Having students recall their work was an extremely important part of our daily routine. In the first few weeks, the children were simply divided into two groups and related their activities to one of the teachers. She, in turn, wrote down their exact words to be read back later. As the children progressed in their representational skills, they were given paper and pencil to draw representations of their work activities. These pictures were then dated, and the children's comments about them were recorded by the teachers. They were kept in the children's folders. Below are a few of these:



1:35

At approximately 1:35, we would take the children to the restrooms, make sure they washed their hands, and then return to the room for the snack, which was provided by the school nurse. Each day, a child was selected to help us set up for the snack and pass it out.

1:50

From 1:50 until 2:10, we had Language Experience Time. Although an emphasis on language development pervaded the overall program, time was set aside for specific language experience activities, such as fingerplays, songs, flannel-board stories, shared-book experiences, experience charts, and creative drama. The speech and language specialist joined the instructional team during this time.

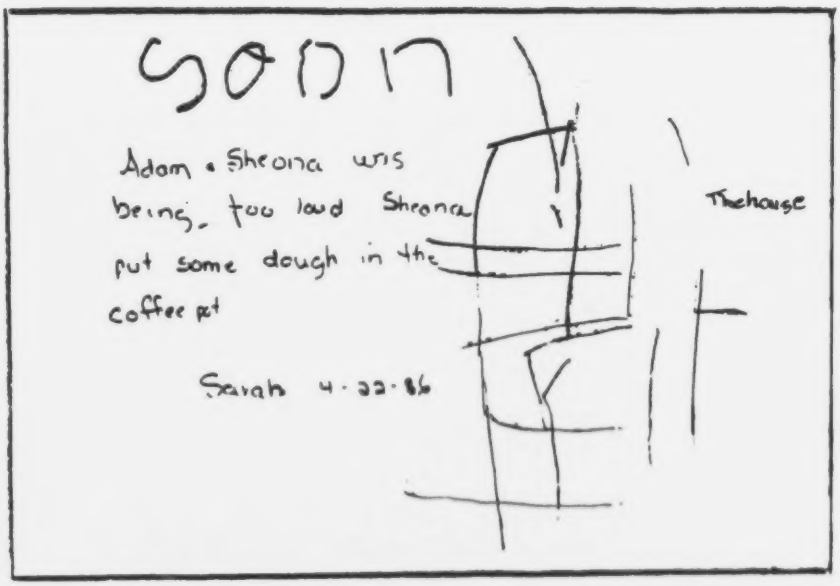
2:10

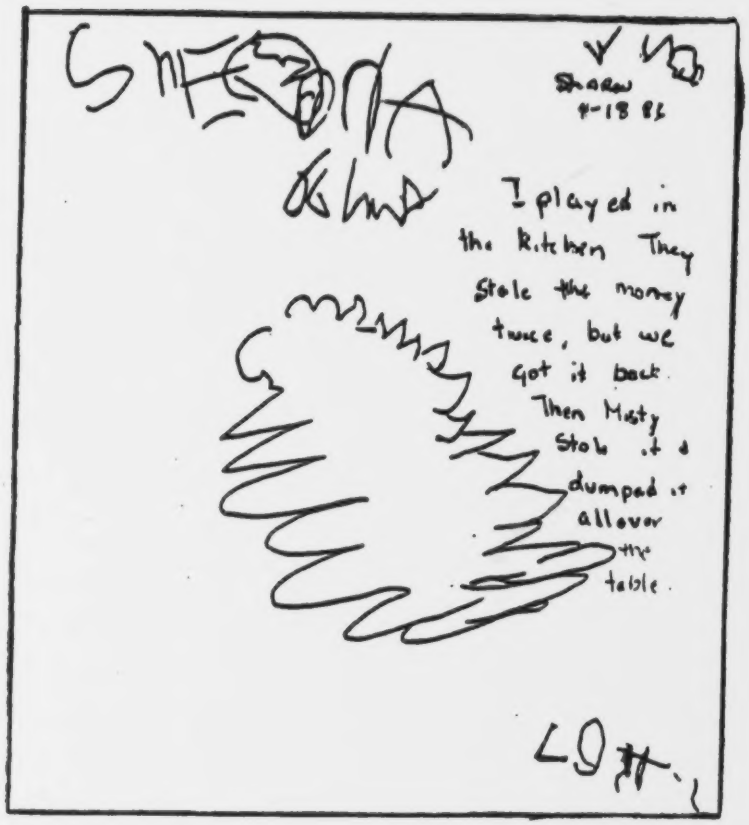
The end of the day was set apart for gross-motor activities. If the weather was agreeable, we went outside and either played on the playground equipment or organized a group game. If we had to stay indoors, we used Hap Palmer movement activities, obstacle courses, balance-beam activities, bean bags, nerf balls, or various musical activities. Sometimes we used the gym to do calisthenics and run relay races.

2:30

When parents came to pick up children, again we had a chance to talk about the learning process. We encouraged the children to dress themselves and to remember to take all their papers home without intervention by mom or dad. If we had anything special to remind the parents about, it was posted on the information board or clothesline outside the door. The week's teaching/learning plans were also posted outside the room. By 2:30 p.m., usually all the children were on their way home.

Although the above is referred to as the daily routine, the whole of it was never really routine and certainly never dull. Enthusiasm was generated by the lively classroom; the masterpieces created in the Art Area; visits from frogs, turtles, and gerbils; the pretend wedding in Housekeeping; experiences with the computer; the discovery that a funnel can't hold sand; and on and on. It may have been just a daily routine to some, but what excitement and adventure for others.




Shaw
4-18 81
I played in the kitchen They Stole the money twice, but we got it back Then Misty Stole it & dumped it allover the table.

CHAPTER 4

EVALUATING THE PROGRAM

TEACHER: What is Adam when he plays house with you?

SHEONA (4 years old): He always has to be the husband - no matter what!

TEACHER: Why?

SHEONA: Can a boy be a wife?

Overview

Traditional evaluation* activities used in conjunction with preschool programs have made it possible to judge the extent to which a program's objectives have been accomplished. These judgments were usually based on information generated by standardized tests and observations of behavior. An evaluator's aim in using these traditional activities was the documentation of prespecified program outcomes.

More recently, additional techniques and procedures have been incorporated into preschool evaluations. Information is gathered on pupil characteristics and parent attitudes before a program begins. Preschool staff members are monitoring activities while they are being implemented. The additions to evaluation activities have expanded the role of evaluation from assessment of outcomes exclusively to generating information before a program begins and while it is in operation.

*Underlined terms are included in the glossary at the end of this design. Each term is defined briefly.

The combination of traditional and more recent activities has resulted in a three-stage model for evaluating preschool programs. Each stage involves information gathering, analysis, and interpretation. However, different purposes are served when the information is used to make decisions. First, staff members gather information in the diagnostic stage. This may involve needs assessment to identify discrepancies in where a skill should be and where it actually is for a specific group of target preschoolers. Diagnostic information is used to identify needs of children, staff members, etc. Decisions during the diagnostic stage may involve the allocation of resources to reduce the discrepancies between where a program target is and where it should be. Second, information gathered while the preschool program is in operation characterizes the formative stage. If a need were identified in gross-motor skills, procedures would be implemented to document the students' progress toward group and individual performance targets. Adjustments in time and resources could be made if formative information indicates progress is faster or slower than anticipated. Third, the summative stage occurs after a preschool program has been completed or a phase has been completed. Although some summative information could be gathered during the program's operation, judgments regarding the extent to which objectives were accomplished would be held until the end of the program. Comparing changes in pupil performance from pretest to posttest settings against appropriate preschool norms would be a summative activity.

Each of the three evaluation stages -- diagnostic, formative, and summative -- depends on information for decision making. Decisions can be based on experience, expert opinion, or even default. It is best, however, when decisions are based on identified information needs and information to meet these needs. Information needs are determined by identifying program stakeholders and the decisions they will be making. Stakeholders can be a funding agency, parents, board members, or preschool staff members. Once a program director and staff have identified stakeholders and their potential decisions, it is possible to select evaluation procedures and techniques to generate the information needed to make the decisions. This is called information-based decision making, and it is fundamental to the preschool evaluation design delineated in these pages.

Information will fall into two broad categories. One is quantitative information, while the other is qualitative information. Preschool evaluations must be based on information from both categories if stakeholders are to have a sound framework for making decisions. If an evaluator used an instrument with pre-existing categories to observe a child's gross-motor behavior, then the frequency of behavior could be reported. The frequency, when expressed as a percent, a raw number, or a standard score such as stanine, is quantitative information. Information in this category is always expressed as either a number or score. A parent's response to an open-ended question on a survey would be qualitative information because words, sentences, and/or paragraphs might be used to express individual meaning. An evaluator will use techniques that generate both quantitative and qualitative information.

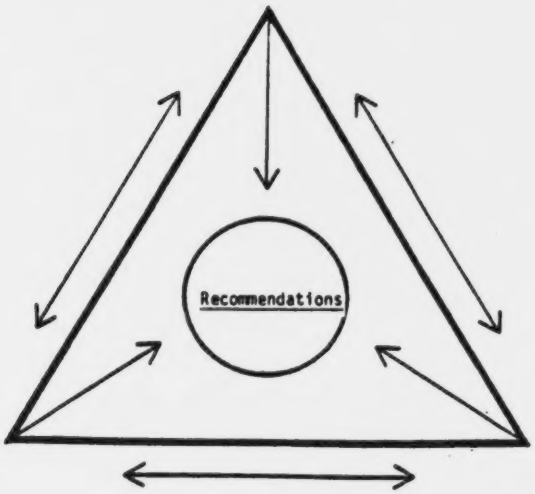
The evaluation design developed below involves a systematic approach to descriptions and judgments about preschool programs. The design proposes a three-stage model that examines a program before, during, and after implementation. The decisions of several different audiences or stakeholders will be addressed. Finally, techniques and procedures that generate quantitative and qualitative information are presented.

Triangulation

The process of selecting techniques and procedures that will meet stakeholders' information needs can be facilitated by approaching the evaluation through the medium of triangulation. An approach to preschool evaluation using triangulation will utilize different methods in the evaluation as well as alternative sources of information. Three different methods are proposed here which are interview, observation, and document analysis. In addition to using three methods, different sources of information within and among methods should be employed. An evaluator might interview a teacher after an observation to increase the trustworthiness of conclusions. Lesson plans and other curriculum documents could be drawn on to verify information from interviews and observations. By going to multiple sources of information through the different methods, the credibility of findings and subsequent conclusions and recommendations is improved. Figure 1 visually portrays the concept of triangulation.

Figure 1

Interview
* Parents
* Professional Staff
* Community Agencies



Observation

* Planning Teams
* Students
* Teachers

Document
Analysis
* Needs Assessment
* Standardized Tests
* Lesson Plans

Conducting the Evaluation

The broad goal in conducting preschool evaluation is the utilization of valid information for making decisions before, during, and after a program's operation. These decisions may involve the continuation, modification, or termination of program elements. In some instances, the decisions will focus on the planned outcomes or main effects of a program. At other times, they will deal with unanticipated outcomes or side effects. It would be naive for program personnel to believe that all outcomes of a preschool program would be planned.

The next three subsections of this design deal with three general methods for gathering information for use in decision making. An in-depth discussion with specific examples for preschools will be presented. The discussion is divided into survey/questionnaire, interview, and observation.

Survey/Questionnaire

One of the most cost-effective techniques available for gathering information in an evaluation is the questionnaire. Large numbers of people can be contacted for responses with minimum expenses per respondent. The technique can be used at the beginning of a project for needs assessment purposes, during the project's implementation to gather information for adjustment purposes, and finally, at the end of a program to assess the degree to which objectives were accomplished. Although these three examples do not exhaust the possible uses, they do reflect the suitability of questionnaires for diagnostic, formative, and summative information generation.

Identifying Items

The first task in the preparation of a questionnaire is the identification of items. They can either be generated as individual inquiries, or they can be clustered by factors. A group of five questions, for example, could focus on costs associated with preschool programs. Rather than charging one individual with the responsibility of developing the items for a questionnaire,

it is more helpful to have a staff or board brainstorm information needs. After discussing each brainstormed idea and setting priorities among the various needs, one or more items can be written for the needs. Note the following example about a child's attending behavior.

1. _____ can listen to directions for at least one minute.
2. _____ can continue to play with an object for at least three minutes.
3. _____ can engage in a total-group activity for at least five minutes.

Identifying Response Format

Once items have been identified, the second step is implemented. This step involves the identification of a response format. Response formats are numerous. Given the sample items on a child's attending behavior, the following represent possible formats.

1. Frequency: Always Frequently Sometimes Never
   1 2 3 4
2. Likert: Strongly Agree Agree Disagree Strongly Disagree
3. Checklist: Yes_____ No _____
   1 2

Each of these formats is designed to gather a respondent's reactions to the item from a slightly different perspective. In each instance, the response is quantitative in nature.

Assuring Returns

The third step in the use of questionnaires is establishing a procedure to assure the largest number of returns. The ideal time to give a questionnaire to have 100 percent response is when the respondent is in the presence of the person gathering the information. If a questionnaire is part of a larger assessment package, it can be given to the parent or guardian when the child is being diagnosed with observations or standardized measures. Another good time to administer the survey is at the end of a workshop for teachers and aides, before the participants have had an opportunity to leave the training setting. Mailing a questionnaire reduces the percent of returns. Higher returns are possible when presurvey letters are sent, clear cover letters and directions go with the survey, and follow-up cards reminding or thanking the targeted response group are mailed.

Returns can be improved also by developing items that are understood by the respondents. During the needs assessment phase of a preschool project, it is helpful to know what discrepancies exist between what is and what should be. The discrepancies may apply to the availability of services, the skills of professional staff, the readiness of children, etc. Two different formats are being suggested for gathering the real/ideal information from laypersons and professionals.

Layperson				
1. Parents of children enrolled in preschool programs <u>are</u> involved in their children's schooling.	SA	A	D	SD
2. Parents of children enrolled in preschool programs <u>should be</u> involved in their children's schooling.				

Professional	IS NOW	SHOULD BE
1. Parents of children enrolled in preschool programs work directly with their children's schooling.	SA A D SD	SA A D SD

By reducing frustration that a format and its wording might instill in a respondent, the response rate can be increased.

Determining Meaning of Responses

Converting the respondents' answers into a meaningful form is the fourth and final step in the use of questionnaires. This goal is accomplished by using two data summary procedures. The first is a mean or arithmetic average, which is represented by the symbol X. The second is a frequency distribution. A mean is calculated in the following way.

Step One

* Identify the survey item and response scale.

	always	frequently	sometimes	never
I eat three meals a day.				

Step Two

* Give a quantitative value for the total number of responses in each response category.
  - Multiply the number of responses in each category by the category value

    Always = 1 x 3 (3 people marked always)
    Frequently = 2 x 11
    Sometimes = 3 x 5
    Never = 4 x 1

    A total of 20 people responded. Therefore,

    1 x 3 = 3
    2 x 11 = 22
    3 x 5 = 15
    4 x 1 = 4

  - Add up the total for each category:

    3 + 22 + 15 + 4 = 44

  - Divide the total from the previous step by the total number of responses:

    $\frac{44}{20}$ = 2.2 (the mean)

  - It can be concluded from this mean ($\bar{X}$) that three meals a day are eaten, on the average, frequently.

The second way to determine the meaning of responses on a survey is to produce a frequency distribution. In this procedure, the percent of responses in each category is calculated by dividing the total number of responses into the number of responses within each category.
A mean is calculated in the following way.

Using the data from the previous example, it was found that

always	frequently	sometimes	never
1	2	3	4
(3)	(11)	(5)	(1)

Step One

* Add all responses to determine the total number of people who responded to the survey.

$3 + 11 + 5 + 1 = 20$ respondents

Step Two

* Divide the number of responses in each category by the total number of respondents.

$\frac{3}{20} = 15\%$ $\frac{11}{20} = 55\%$ $\frac{5}{20} = 25\%$ $\frac{1}{20} = 5\%$

Step Three

* Add the individual percentages to confirm that 100 percent of the respondents are present.

$15\% + 55\% + 25\% + 5\% = 100\%$

From the example, it can be seen that the category "frequently" has proportionately more responses than other categories.

The survey or questionnaire is a useful tool in program planning and evaluation. It permits easy access to information from a large number of people. All information can be translated into quantitative form with some ease, to the benefit of the decision-making process.

Interview

Interviews can be used to obtain both quantitative and qualitative information. The focus and wording of the questions making up the interview determine the type of information that is produced. Focused questions tend to elicit specific and often quantitative responses. These questions tend to be brief, and elaboration is discouraged. Many questions on surveys are focused. Unfocused questions tend to elicit qualitative responses. This kind of question allows a wide range of open-ended responses. In this instance, elaboration is encouraged. The words and sentences used by students, parents, or staff members responding to the interview question constitute the qualitative information.

SAMPLE FOCUSED QUESTION:

* How many children are in your family?

SAMPLE UNFOCUSED QUESTION:

* Why have you decided to enroll your child in this preschool program?

In the needs assessment phase of a preschool program, interviews using unfocused questions provide rich information. The idea is to draw meaning from the interviewee. Questions are worded to avoid cueing the person on how to respond. When using unfocused questions, the interviewer should express genuine interest in the thoughts of the person being interviewed and in the words and sentences the person uses to express the thoughts.

There are four stages to the process of conducting and interpreting unfocused interviews. Different skills are required in each stage. The explanations that follow are "how-to" recommendations. Before beginning the interview, decide how the information will be recorded. Most often, the interviewer will take notes and/or use audio taping.

Setting Up the Interview

Try to put the interviewee at ease. If you are the program director and you are interviewing a parent who does not know you, talk about general things, such as a news event or the weather. The key is helping the interviewee to relax. The purpose of the interview should be explained. This would mean describing how the information will be used and how confidential it will be.

An interview should be opened with two or three preplanned descriptive questions. The purpose of a descriptive question is to get a glimpse of the respondent's world in his or her own words. Thus, the interviewer, when taking notes, should always use the words spoken by the interviewee.

SAMPLE DESCRIPTIVE QUESTIONS:

* Having no children of my own, I am uncertain how preschoolers behave. Could you describe a typical day with your preschooler?
* It has been a long time since I have been around children this age. How would you describe your child?

Keeping the Interview Going

Once the interviewee has started responding to the descriptive questions, structural questions can be used. These questions are attempts on the part of the interviewer to get clarification of words or terms used by the respondent, while answering descriptive questions.

SAMPLE STRUCTURAL QUESTIONS:

* You stated that your child "makes up stories." Could you give me some examples of the stories?
* You described your child as "very active." What do you mean by "very active"?

As you continue talking with the person, it is appropriate to include more descriptive questions. Remember, you are genuinely interested in finding out about something from this person's point of view.

Sometimes it is appropriate to interject contrast questions. These questions seek further clarification of terms used by the individual being interviewed. At this point, the interviewer tries to determine the similarities and differences in specific terms used by the interviewee.

SAMPLE CONTRAST QUESTIONS:

* Earlier you told me that your child "has to be in the mood", and now you mention that she "is not motivated." Can you tell me how these two statements are the same or different?
* Can you tell me what some of the differences are between your preschooler's "drawing" and "writing"? Are they alike in any way?

The interview is maintained by interjecting descriptive questions and then buttressing them with structural and contrast questions. When you feel the topic has been explored adequately or the individual has said all she or he wishes, start to bring the interview to a close.

Closing the Interview

Reinforce the importance of the interview and your interest in what the respondent had to say. Try to have the person leave the interview thinking that he or she could have told you much more about this and other topics. Leave the door open for future interviews, if necessary.

Analyzing and Using Interview Information

Conducting interviews is a lot of fun. The analysis of the information gathered during the interviews requires a great deal of work. The interviewer

must be willing to be persistent and patient during the analysis phase. It requires a lot of time. In the analysis, one moves from a general examination of the interview information to the identification of patterns by chunking the data and consolidating it in a usable form.

During the examination portion of the analysis, the goal is to become very familiar with all of the interview information. One begins to look for categories into which the information can be placed. Figure 2 represents a typical clustering of information from an interview. Each of these phrases is from an interview and describes learner characteristics.

Examples of Learner Characteristics — Figure 2

will listen
likes to color
speaks in full sentence
good at gymnastics
puts puzzles together
draws
writes
makes a game of learning
writes name
knows the alphabet
counts well
enjoys books
wants to read all the time
writes a lot
pretends she does homework
plays school
colors
makes a game of learning

Although it is possible to group the various characteristics in Figure 2 into one category, it is desirable to reduce broad categories into smaller categories by chunking the data. The data are broken down into smaller units in much the same way as a filing system is created. The sorting creates units of meaning. The person involved in this task should be willing to experiment with the information. Are there different categories one can use? What combination of categories allows for the classification of the largest number of discrete phrases from the interviews? Figure 3 represents one of the classification categories or domains. Each is a characteristic of preschool learners, but the specific focus is on psychomotor behavior. Many discrete categories will be identified in the information.

Domain of Psychomotor Behavior — Figure 3

Psychomotor Behavior
are characteristics of
good at gymnastics
tumbling
puts puzzles together
writes
colors
writes a lot

The final phase of the analysis involves synthesis of the information. When many categories have been identified, it becomes necessary to search for relationships among the various classifications. What patterns or themes emerge from the chunking phase? The structure that emerges by identifying the relationships is called a taxonomy. This provides a single frame of reference for many categories.

Figure 4 shows the relationship among four categories that characterize the preschool learner.

Taxonomy of Overt Preschool Learner Characteristics — Figure 4

Characteristics of Preschool Learners	Affective	Will Listen
		Enjoys Books
	Psychomotor	Good at Gymnastics — Tumbling
		Puts Puzzles Together
		Writes — Writes a lot
		Colors
		Draws
	Cognitive	Speaks in Full Sentences
		Knows the Alphabet
		Counts Well
		Writes Name
	Pretend	Plays School
		Pretends to do Homework
		Game of Learning
		Wants to Read All the Time

The four stages discussed above for gathering and analyzing interview information provide organized information for decision making. If the interview were part of a needs assessment, the taxonomy might identify the basis for instructional interventions. If exit interviews were conducted, the domains and taxonomies could be used to document the effectiveness of the program. It is important to remember that the interview is an information-gathering means for a decision-making end.

Observation

Too often, an evaluator must deal with information that reflects other people's perceptions. This is the case with interviews and questionnaires. The purpose of observations, therefore, is to give an evaluator direct access to the actual preschool setting through on-site visits or video-tape records of transactions. The validity of an evaluation report based on direct observation is enhanced. Two different approaches will be discussed below for the conduct of observations.

Structured Observations

The first approach to observations involves the use of an instrument with predetermined items. An observer might record the frequency of occurrence related to each item. For example, the observer could focus on the nature of contacts between an individual child in the preschool and other children in the same setting.

SAMPLE ITEMS:

* The child is involved in an independent activity.
* The child is involved with one other child in an activity.
* The child is involved with two other children in an activity.
* The child is involved with three or more children in an activity.

The observer might record a response every 30 seconds for a period of 20 minutes. This would provide forty pieces of information on the nature of a child's contacts. Observations using predetermined items can focus on many different aspects of behavior, both verbal and nonverbal. These aspects might include the different activities that a child performs during play, problem solving, or verbal expression. Structured observations will produce quantitative information.

Unstructured Observations

The second approach available to the evaluator is the use of unstructured observations. Many of the underlying principles that characterize the unfocused interview are reflected in the unstructured observation. The evaluator wants to document events in their natural setting. In this approach, the evaluator records behavior, events, and/or activities as they unfold in the learning environment. The observations are entered into notes as they take place. Using the unstructured observation, an evaluator might make the following set of notes over a five-minute period.

SAMPLE UNSTRUCTURED NOTES:

*Three boys, ages 3, 4, and 5, are playing in a sandbox. Each is standing to the left, as viewed by the observer, touching the sand in an elevated box.

*Three is moving a small train through the sand while 4 and 5 are moving all the sand from their right to their left.

*Three is on the left, 5 is in the middle, and 4 is on the right. Four periodically blows a clean spot on the bottom of the sandbox.

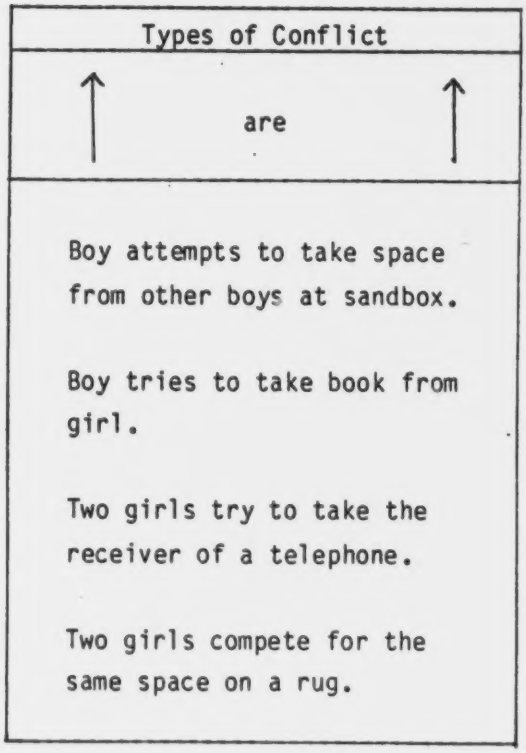
*A fourth boy tries to move to the box between 4 and 5. Both boys keep him out with their bodies, and 5 says, "Get away."

Initially, nothing is done with the raw field notes from the unstructured observation. However, after repeated observations and reviews of field notes, insights are recorded and possible categories of behavior or activities are noted. The analysis of the observation information that comes from this approach is similar to the analysis described in the section on the unfocused interview. Once categories begin to emerge in the information, domains can be constructed. For example, after fifteen observations of children's free-play activities, categories such as types of toys, nature of conflicts, nature of conflict resolution techniques, and physical movement might emerge. Specific behaviors, activities, or objects could be presented to give the broadest representation of a category.

Figure 5 is an example of a category of behavior that emerged and the specific observed events that make up the category.

Domain of Types of Conflict

Figure 5


Types of Conflict
are
Boy attempts to take space from other boys at sandbox.
Boy tries to take book from girl.
Two girls try to take the receiver of a telephone.
Two girls compete for the same space on a rug.

Once a set of domains has been identified from the series of unstructured observations, domains can be combined to form taxonomies. Two different domains might focus on toys used by boys and girls. One insight developed by the observer could be the systematic preference of boys for certain toys and girls for certain toys. The children's choices might reflect traditional sex-role expectations, such as boys' preference for trucks, shovels, etc., and girls' preference for dolls, cooking utensils, etc. Together, the domains and the taxonomies provide a description of characteristics discovered in the preschool setting through unstructured observations.

Three different broad approaches to conducting evaluation in preschool settings have been proposed in these pages. These are survey/questionnaire, interview, and observation. Each of these approaches parallels a dimension of triangulation. Because of the extensive scope of document analysis and the variety of items that could be included in this category, only surveys and questionnaires have been described in detail. However, one should not overlook standardized test information, attitude scales, and a host of other items.

Enhancing the Use of Evaluation Results

Three sets of related ideas have been developed in this evaluation design statement. First, evaluation is a process that takes place over time. Information is gathered before, during and after a preschool program has been implemented. Second, information gathering is guided by the information needs of stakeholders -- those people directly and indirectly involved in the program. Stakeholders' information needs are identified by determining the types of decisions they will make. By identifying the decisions and the nature of the information that will be needed to make these decisions, it is possible to foster an information-based decision-making model in a preschool program. Third, the trustworthiness of the information generated by the evaluation and the recommendations it produces will be improved when multiple sources and procedures are employed in the evaluation. The triangulation framework increased the validity of evaluation information. Each of these ideas--evaluation as process, information-based decision making, and triangulation--is important. Yet, unless the results of the evaluation are used, little will be gained from it, no matter how conceptually sound its foundations.

Utilization of evaluation results can take different forms. The most direct evidence of utilization is that one or more decisions have been made on the basis of information generated by the evaluation. A less obvious example might be an indirect impact on a parent organization. For example, a school board might modify its statement of philosophy to include the moral, physical, and intellectual development of preschool children. Policy impact outside the program itself is an indication of utilization. Finally, the information may be used when it serves to raise issues or stimulate interest. If a network is formed within a community to address the special needs of exceptional preschool children because of information from an evaluation, the utilization criterion has been met.

Program directors will usually conduct the project evaluation. Use of evaluation results can be improved by careful attention to the following points.

ENHANCING THE USE OF EVALUATION RESULTS:

* Identify and inform different audiences about the program and its influence.
* Share formative and summative information with the different audiences.
* Gather information from a variety of sources during the evaluation.
* Provide information for making decisions before decision deadlines.
* Develop ownership of the evaluation information among various audiences.
* Be aware of and sensitive to ethical and moral issues related to evaluation.
* Determine that sufficient financial, material, and human resources are available to carry out the evaluation.

Attention to these guidelines will increase the likelihood that evaluation information will be used in the preschool program.

GLOSSARY OF TERMS

Brainstorming

A procedure that generates a large list of items quickly by having a group state, without comment, events, concerns, priorities, goals, etc.

Contrast Question

A type of question used during unfocused interviews that asks a respondent to compare and contrast two or more terms or expressions taken from previously stated information.

Descriptive Question

A type of question used at the beginning and in the course of an unfocused interview that elicits general information from the interviewee's perspective.

Diagnostic

The first general phase of evaluation where the specific status of staff skills, resources, student needs, etc., is determined for program planning purposes.

Document Analysis

The part of triangulation that meets information needs through the examination and use of all forms of documents such as standardized tests, curriculum, surveys, diaries, etc.

Domain

The smallest clustering of information from interviews and observations that establishes meaningful relationships.

Evaluation

The process of gathering information on a program's main and side effects that can be used for decision-making purposes.

Formative

The second general phase of the evaluation process that uses information to document the extent to which goals are being accomplished, and to make recommendations for adjustments in a program that already is operating.

Interview

The part of triangulation that meets information needs through direct conversation with those persons, such as parents, staff, and students, who are involved in a preschool program.

Main Effect

Those program outcomes for a preschool program that are specified in the goals and objectives.

Mean

A measure of central tendency used with quantitative information that gives the arithmetic average for a group.

Needs Assessment

An evaluation process that is diagnostic in nature and that helps just and reasonable decisions to be made at the beginning of a program.

Observation

The part of triangulation that meets information needs by placing the evaluator in the preschool setting to gather information from actual events in the setting.

Qualitative

A form of information from interviews, surveys, and observations that is made up of words, sentences, and paragraphs.

Quantitative

A form of information from interviews, surveys, and observations that is made up of numbers and scores.

Side Effects

Those program outcomes for a preschool program that were unanticipated.

Stakeholder

Any person directly or indirectly involved in or concerned about a preschool program that may have information needs for formal or informal decision making.

Structural Question

A type of question used during an unfocused interview that asks an interviewee to elaborate on the meaning of previously stated information.

Summative

The third phase of evaluation where the evaluator makes judgments regarding the extent to which the main objectives of a preschool program have been accomplished.

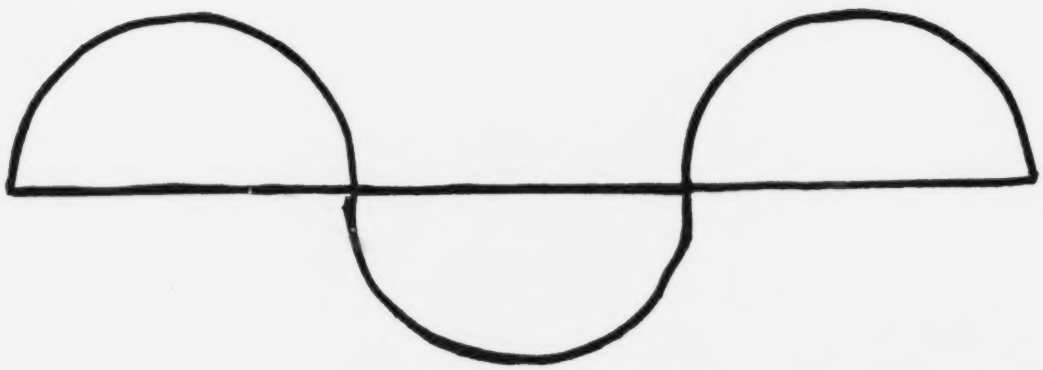
Taxonomy

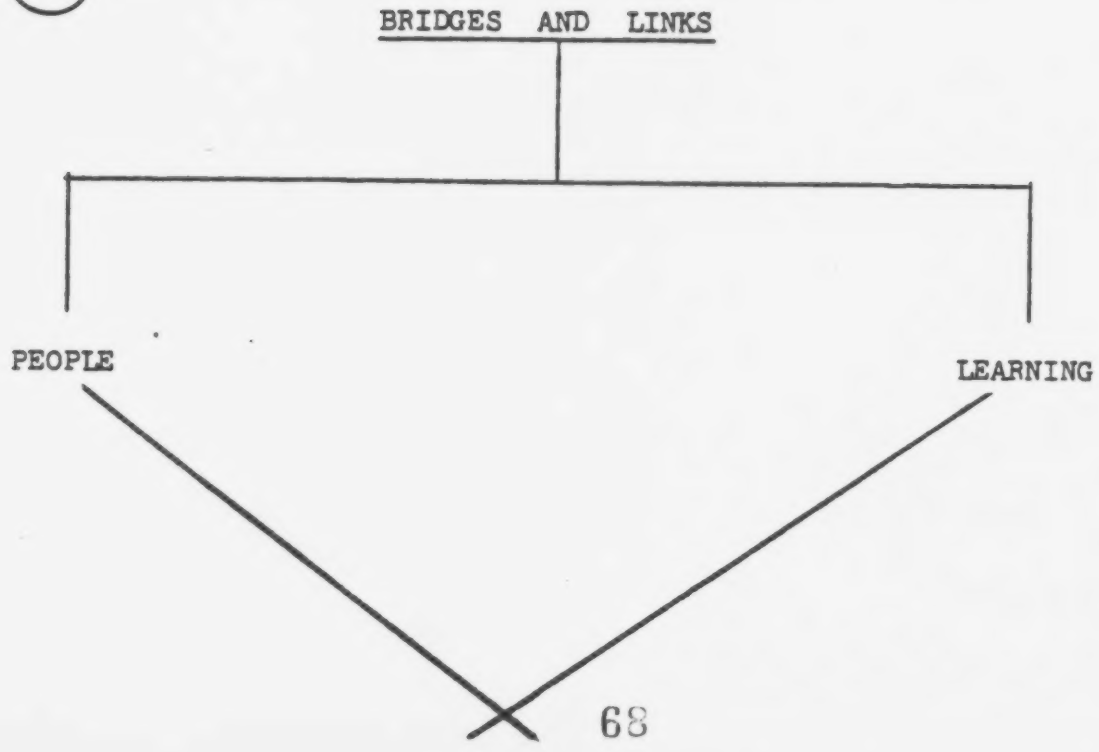
A clustering of information from interviews and observations that establishes the relationships among two or more domains.

Triangulation

The process of using interviews, observations, and document analysis for gathering information from a variety of sources to increase the trustworthiness of program information and evaluation recommendations.

BRIDGES & LINKS




BRIDGES AND LINKS
PEOPLE
LEARNING

PEOPLE

CHILDREN

- 5 yr. olds unready for school
- 5 yr. olds in transition from 169 Board Services
- 5 yr. olds after September 30, 1985
- 4 yr. olds

PARENTS/COMMUNITY MEMBERS

EDUCATORS

- Early childhood
- Special educators
- Kindergarten teachers

LEARNING

CHILDREN ——————————— learn how to learn

PARENTS ——————————— learn how children learn

EDUCATORS ——————————— learn more about learning

ACTIVE LEARNING

CURRICULUM

LANGUAGE

EXPERIENCING

Literacy

- reading
- writing
- speaking
- listening

Problem Solving

- classifying
- sequencing
- spatial relations
- time
- numbers

EVALUATION

- Children
  - tests
  - observation
  - materials
- Parents/Community
  - interview
  - survey
- Educators
  - interview
  - survey

WE DECIDED ON BRIDGES & LINKS

This is Michael Hlopick. He likes to eat meatballs and potato pancakes. His favorite animal is a dog with a "smooshed-in" face. Red is his favorite color.

This is Jamie Guglielmo. She likes preschool and her favorite color is pink. When asked of she had a big toe, she replied, "No, but I have a babysitter."

This is Jackie Lynn. She likes to eat greenbeans and tomatoes. She watches Bugs Bunny cartoons. Her favorite thing at school is to play with the 'earmuffs' (headphones).

This is Corry Schauberger. His favorite color blue and his favorite food is water. He loves h dog, Roxy. He uses a 'nappie' (tissue) when he coughs. (Doesn't everybody?)

BRIDGES & LINKS
PRESCHOOL PROGRAM

Conneaut Area City Schools
263 Liberty Street
Conneaut, Ohio 44030
Phone: 216 - 599-8135

CONNEAUT AREA CITY SCHOOLS

BRIDGES & LINKS IS A PRESCHOOL PROGRAM FOR 4 and 5 YEAR OLD CHILDREN. IT IS LOCATED AT LAKEVIEW ELEMENTARY SCHOOL ON LAKEVIEW AVENUE. IT FEATURES:

- Opportunities for Active Learning
- A Curriculum which Emphasizes
  - problem solving
  - language development
  - literacy learning
  - math concepts
- Trained Staff
- Parent Seminars

FOR INFORMATION, CALL 599-8135, EXT. 49

CONNEAUT AREA CITY SCHOOLS

BRIDGES AND LINKS

PRESCHOOL

REGISTRATION

PACKET

Bridges and Links Curriculum

I. Developmental Teaching of Literacy

A. Establishing a favorable environment

* Purposeful, functional, and satisfying literacy activities.
* Littered with print.
* Stocked with children's literature.

B. Inducing or modeling reading and writing

* Read and write to and with children everyday.
* Demonstrate literacy.

C. Establishing language in action

* Learning-through-doing.
* Exploration of meanings in the real world, in literature, and in the related arts.
* Children are cognitively and linguistically active.

D. Providing instruction

* Demonstrate literacy.
* Induce healthy strategies in participatory activities.
  - Work together to solve problems.
  - Encourage prediction.
  - Be positive in over 90% of feedback.
  - Reward risktaking, self-correction, and discovery.
* Clarify process.
  - Share with children as you read and write as to how you really do it -- what you are thinking.
  - Encourage children to develop their own explanations of how to do things and what goes on in their head as they attempt to read and write.
* Give help rather than advice.
* Monitor growth on an individual long-term basis.

E. Literacy Time

* Tune in: poems, songs, chants, dances
* Old Favorite: Story reread on demand - enlarged
* Learning about language: Very brief skill lesson
* New story: Normally one every day
* Independent reading and activity: Involve related arts, e.g., painting, drawing, cutting, constructing, role-playing, etc.

II. Cognitively Oriented Curriculum

A. Developmental Processes

* Children take an active role in defining the appropriate match between their skills and the activities they engage in.
* The focus is on developmental-sequential information rather than on behavioral-deficit information.
* The cycle of experiences begins with concrete materials and physical involvement. The teacher attempts to tie representational activity to some concrete event or experience.
* Children should define goals, evaluate the obstacles they must overcome to achieve their goals, and analyze alternative solutions to both people problems and thing problems.

B. Key Experiences in Active Learning

* Exploring actively with all the senses.
* Discovering relations through direct experience.
* Manipulating, transforming, and combining materials.
* Choosing materials, activities, purposes.
* Acquiring skills with tools and equipment.
* Using large muscles.
* Taking care of one's own needs.

C. Key Experiences in Using Language

* Talking with others about personally meaningful experiences.
* Describing objects, events, and relations.
* Expressing feelings in words.
* Having one's own spoken language written down by an adult and read back.
* Playing with language: rhyming, making up stories, drawing, writing, and listening to stories.
  (Use literacy aims in this section.)

D. Key Experiences in Representing Experiences and Ideas

* Recognizing objects by sound, touch, taste, and smell.
* Imitating actions.
* Relating pictures, photographs, and models to real places and things.
* Role-playing, pretending (use domains here: story building/role taking/inventing/constructing/animating).
* Making models out of clay, blocks, etc.
* Drawing and painting.

E. Key Experiences in Developing Logical Reasoning

* Classification.
* Investigating and labeling the attributes of things.
* Noticing and describing how things are the same and how they are different. Sorting and matching.
* Using and describing something in several different ways.
* Describing what characteristics something does not possess or what class it does not belong to.
* Holding more than one attribute in mind at a time.
  (Example: Can you find something that is red and made of wood?)
* Distinguishing between some and all.

F. Seriation

* Comparing: bigger/smaller, heavier/lighter, rougher/smoother, louder/softer, harder/softer, longer/shorter, taller/shorter, wider/narrower, etc.
* Arranging several things in order along some dimension and describing the relations.

G. Number Concepts

* Comparing number and amount: more/less, same amount; more/fewer, same number.
* Comparing the number of items in two sets by matching them up in one-to-one correspondence.
* Enumerating objects, as well as counting by rote.

H. Key Experiences in Understanding Time and Space

* Spatial relations.
* Fitting things together and taking them apart.
* Rearranging a set of objects or one object in space and observing the spatial transformations.
* Observing things and places from different spatial viewpoints.
* Experiencing and describing the positions of things in relation to each other. (Example: in the middle, beside, etc.)
* Experiencing and describing the direction of movement of things and people. (Example: to, from, into, out of, toward, etc.)
* Experiencing and describing relative distances among things and locations (close, near, far, next to, apart).
* Experiencing and representing one's own body: how it is structured, what various body parts can do.
* Learning to locate things in the classroom, school, and neighborhood.
* Interpreting representations of spatial relations in drawings and pictures.
* Distinguishing and describing shapes.

I. Time

* Planning and completing what one has planned.
* Describing and representing past events.
* Anticipating future events verbally and making appropriate preparations.
* Starting and stopping an action on signal.
* Noticing, describing, and representing the order of events.
* Experiencing and describing different rates of movement.
* Using conventional time units when talking about past and future events (yesterday, morning, hour, etc.).
* Comparing time periods (short, long; new, old; a little while, a long time).
* Observing that clocks and calendars are used to mark the passage of time.
* Observing seasonal changes.

A.M. SAMPLE SCHEDULE

8:35- 8:45 - Get settled, hang up coats
8:45- 9:00 - Take attendance, do calendar, weather, pledge
9:00- 9:45 - "Work time" - usually group work on specific concepts or readiness skills (not seatwork). Usually crafts done during this period. Children take turns alternating working with teacher and "working" at play areas. (Gym, music, and art outside the room done during this time.)
9:45-10:00 - Outdoor recess, restroom
10:00-10:10 - Snack
10:10-10:30 - Speech and language lesson and computer
10:30-10:50 - Language experience: stories, playacting, puppets, songs (library)
10:50-11:10 - Recalling the day's events, fingerplays, letting the children "re-read" stories.
11:10-11:15 - Get ready to go home.

P.M. SAMPLE SCHEDULE

12:30-12:45 - Get settled, hang up coats, etc.
12:45- 1:00 - Attendance, count children; calendar; weather; pledge
1:00- 1:30 - Poems, songs, etc.
Read story
Learn about books
Let children read story or make pictures of stories
Allow crafts to be done
(Can be large-muscle activities)
1:30- 1:45 - Outside recess
1:45- 2:00 - Snack
2:00- 2:30 - "Work" at play areas in room
2:30- Dismiss

"Work" can involve activities carried out in any one of the areas shown on p. 16a.

Your child will need the following:

1. crayons (8 pack)
2. Elmer's school glue
3. scissors
4. paint shirt
5. proper winter gear for outside play in the snow

INFORMATION FOR RECORDS

Child's Name _____ Phone _____

Address _____

Name of Father or Stepfather _____

Place of Employment of Father _____ Phone_____

Name of Mother _____

Place of Employment of Mother _____ Phone_____

In case of emergency, contact _____ Phone_____

Family Physician _____

Legal Guardian _____

PERMISSION SLIP

My child _____ _____
First Name Last Name

has my permission to participate in all school-sponsored and school-planned excursions.

Date_____ _____
Parent's Signature

NEEDS ASSESSMENT SURVEY

	Yes	No
a. How to teach my preschool children		
b. Whether my child is developing appropriately		
c. Services provided by community agencies to which I have a right		
d. How to communicate better with my children		
e. How to help my children interact better with others		
f. How to discipline my children		
g. How to make toys and other things for my children		
h. How to tell whether my child is progressing in school		
i. What to do when my children do things that I do not consider proper (temper tantrums, thumbsucking, bad manners)		
j. How to play with my children		
k. Where to take my children so they can have a nice time and learn		
l. How to get my children to retain their cultural heritage		
m. How to use and develop the talents and skills that I know I have		
n. How to refrain from hitting my child		
o. How to guarantee that my child will succeed in school		
p. How to talk to teachers		
q. How to help my child learn a second language when I don't speak a second language		
r. How to extend language learning		
s. How to use my home environment as a learning experience for my children		

What is your opinion about the idea of preschool parents coming together at least once a month to talk and learn more about the areas to which you answered "yes"?

If you felt that this parent meeting is a good idea, how can we make sure that the meetings are worthwhile for parents?

Would you be willing to help organize the first parent meeting?

Are there other ways you might be willing to help with the parent meeting?

Name something special that you can do, make, or tell about that you would be willing to share with other parents.

Parent Name_____

Date_____

Would you like to work with the children in the classroom?

_____

_____

_____

What would you prefer to do in the classroom if you were to come?

_____

_____

_____

Briefly explain something that you can do, make, or tell about that you would be willing to share with the children.

_____

_____

_____

_____

_____

Parent Name_____

Date_____

Would you like to work with the children in the classroom?

_____

_____

_____

What would you prefer to do in the classroom if you were to come?

_____

_____

_____

Briefly explain something that you can do, make, or tell about that you would be willing to share with the children.

_____

_____

_____

_____

_____

CONNEAUT AREA CITY SCHOOLS
Conneaut, Ohio

PARENT/GUARDIAN/STUDENT CONSENT FOR RELEASE OF INFORMATION

Name of Student _____

Age_____ Birthdate_____

A. You are authorized to release the information listed below for the above-named student to

K. Roskos, Director of Special Services
Conneaut Area City Schools
263 Liberty Street
Conneaut, Ohio 44030

B. Specific data to be released:

_____ The following records:

Test data collected for preschool participation
Observation data collected for preschool participation
Interview data collected for preschool participation

C. Reason for request:

Research study

_____ _____
Date Signature of Parent/Guardian/Student*

* Student must be 18 years old or older.

TEST: Peabody Picture Vocabulary Test

DESCRIPTION: The Peabody Picture Vocabulary Test is an individually administered, nonreferenced test of receptive vocabulary. It is available in two parallel forms - designated L and M. Each form contains five training items followed by 175 test items arranged in an order of increasing difficulty. Each item has four illustrations. The child is to select the picture illustrating best the meaning of a word presented orally by the examiner. Testing requires only ten to twenty minutes. Scoring is quick and simple. Raw scores are converted to

* age - reference norm
* standard score equivalent
* percentile rank
* stanine
* age equivalent

SOURCE: American Guidance Service
Publishers' Building
P. O. Box 99
Circle Pines, Minnesota 55014

TEST: Test of Early Language Development (Individual Test)

DESCRIPTION: The Test of Early Language Development is designed to assess a young child's spoken language. Two language dimensions constitute this test: context and form. Context refers to the ability to encode or express meaning and decode or receive meaning. The child's specific word knowledge, knowledge of conceptual categories, and interpretation of meaning within various contexts are all assessed.

The form of language is syntax, morphology, and phonology. In the Test of Early Language Development, syntax and morphology are measured both receptively and expressively. Phonology is measured only with the child's pronunciation of words. Emphasis is placed on the syntactic aspect of form. Test results can be used in various ways.

* to identify children demonstrating language delays
* to document a child's language development
* to indicate instructional strategies.

The test is designed for children ages three to seven years old. Administration is from ten to twenty minutes. The raw score is translated into

* language quotients
* percentiles
* age equivalents

SOURCE: Pro-Ed
5341 Industrial Oaks Blvd.
Austin, Texas 78735

TEST: Boehm Test of Basic Concepts

DESCRIPTION: The Boehm Test of Basic Concepts is designed to measure children's understanding of basic concepts necessary for schooling. It is designed for children in preschool, kindergarten, grade one, and grade two. Results can be used to identify conceptual delays. Items include concepts in reading, math, and science. The categories are as follows:

* space
  - location
  - direction
  - orientation
  - dimensions
* quantity
* time
* other basic ideas

It requires fifteen to twenty minutes to administer. It is recommended that it be administered to small groups of children. The class record form provided by the publisher serves as both a scoring key and as an item analysis for the teacher. The raw scores are converted to percentile equivalents by grade and socioeconomic level.

SOURCE: The Psychological Corporation
Harcourt, Brace, Jovanovich
555 Academic Court
San Antonio, Texas 78204-0152

TEST: Concepts About Print (Individual Test)

DESCRIPTION: This test is a five-minute to ten-minute check on the significant concepts about printed language. There are two forms: Sand and Stone. The child is asked to help the examiner read a book, and as they read, the child is asked to point out certain features. This test is a valuable guide to the teacher for planning instruction with children in the early stages of reading acquisitions.

SOURCE: Heinemann Educational Books
70 Court Street
Portsmouth, NH 03801

TEST: The Gesell Developmental Examination (Individual Test)

DESCRIPTION: The Gesell is a screening test for developmental age. The test evaluates both a child's products and the process used to develop the product. The developmental age is determined solely by the child's mode of processing. Language is not necessary for this test. The age range for the test is preschool to age ten. The test consists of the following parts:

* a face
* a cube test
* an interview
* a pencil-and-paper task
* an incomplete man
* determining right and left
* Visual I
* Visual II
* naming animals
* naming the child's interests

The examiner observes and records behavior. The administration time is about twenty to thirty minutes. The examiner must have special training to administer the test.

SOURCE: Gesell Institute of Human Development
310 Prospect Street
New Haven, Connecticut 06511

TEST: The Kindergarten Assessment Program

DESCRIPTION: The Kindergarten Assessment Program is an individual test and measures gross-motor abilities, basic concepts, auditory memory, developmental language, visual-motor abilities, and visual-perception abilities. It yields a percentile score from the raw score. It requires ten to twenty minutes to administer. The test reveals a child's readiness for school tasks.

SOURCE: Ohio Department of Education
65 S. Front Street
Columbus, Ohio 43215

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

CHILD OBSERVATION RECORD

Preschool-Kindergarten

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Revision 1985

Please see the Child Observation Record Manual for recommendations on gathering information and for definitions of observation categories.

Child's Name:_____ Teacher's Name:_____

Observation Periods:_____ _____ _____

week/month/year week/month/year week/month/year

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
PLANNING TIME	1. Expression of Choices and Plans (circle one response)			
	* Child gives no indication of having choices or plans in mind, stands around idly or follows the teacher around, not making any decision of his own.	0	0	0
	* Child looks at or touches materials in the room and/or moves toward an area or material. However, there is no other communication to the teacher about a plan.	1	1	1
	* Child intentionally communicates choice to the teacher by pointing to, walking over to, or naming an area, material, or child, but the teacher has to "recognize" the plan.	2	2	2
	* With a lot of prompting from the teacher, child communicates what he is going to do.	3	3	3
	* Without a lot of prompting from the teacher, child communicates what he is going to do.	4	4	4
	* With a lot of prompting from the teacher, child communicates how he will carry out a plan.	5	5	5
	* Without a lot of prompting from the teacher, child communicates how he will carry out a plan.	6	6	6

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
WORK TIME	2. Following Initial Plan (circle one response)			
	* Child does not make an initial plan so this item is inapplicable.	0	0	0
	* Child does not follow initial plan.	1	1	1
	* Child follows initial plan one or two days out of five.	2	2	2
	* Child follows initial plan at least three days out of five, but sticks to it for less than ten minutes.	3	3	3
	* One or two days out of five, child follows initial plan for at least ten minutes, sticking with the original goal even when introducing slight modifications, such as moving to a different area of the room.	4	4	4
	* At least three days out of five, child follows initial plan for ten or more minutes, sticking with the original goal even when introducing slight modifications.	5	5	5
	3. Long-Term Projects (circle one response)			
	* Child never engages in long-term projects.	0	0	0
	* Child engages in long-term projects.	1	1	1
	4. Problem-Solving with Materials (circle one response)			
	* Child seems to never or seldom perceive problems.	0	0	0
	* Child perceives problems, but seldom confronts them.	1	1	1
	* Child makes one attempt to solve a problem, but gives up if she does not succeed.	2	2	2
	* Child tries to solve a problem in a second, different way if her first attempt is unsuccessful.	3	3	3
	* Child makes more than two attempts to solve a problem.	4	4	4
	5. Focused Activity (circle one response)			
	* Child focuses on one activity for less than two minutes at a time.	1	1	1
	* ... less than five minutes at a time.	2	2	2
	* ... less than ten minutes at a time.	3	3	3
	* ... ten to thirty minutes at a time.	4	4	4
	* ... thirty minutes or more at a time.	5	5	5

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
WORK TIME (continued)	6. Diversity of Activities and Contacts (circle all that apply)			
	* Over the course of a week, the child incorporates a number of different materials info her activities.	1	1	1
	* ... works in two or more areas of the classroom.	2	2	2
	* ... interacts with three or more children.	3	3	3
	* ... accepts interactions with more than one regular-classroom staff person.	4	4	4
	7. Spontaneous Representation Using Materials (circle one response)			
	* Child engages only in object-level play.	1	1	1
	* Child's structures and/or drawings always take the form of simple towers or dots and lines that have no apparent organization. They are sometimes named by the child, but are not recognizable as representations to the observer even after the child has explained them.	2	2	2
	* The child creates structures and/or drawings with shapes or forms that are recognizable as representations after the child has explained them.	3	3	3
	* Structures and/or drawings include shapes or forms that are recognizable representations without any explanation.	4	4	4
	* The child's representations are at level 4, but in addition include three or more details representing specific attributes of the things being represented.	5	5	5
	8. Spontaneous Representation in Dramatic Play (circle all that apply)			
	* Not observed.	0	0	0
	* Child uses one object to stand for another.	1	1	1
	* Child uses actions or sounds to pretend to be doing something.	2	2	2
	* Child uses words to set stage.	3	3	3
	* Child assumes role of someone else (5+ minutes).	4	4	4
	* Inanimate objects used as characters in child's dramatic play.	5	5	5
	* Child talks in language appropriate to role.	6	6	6
	* Child coordinates role play with peers (5+ minutes).	7	7	7

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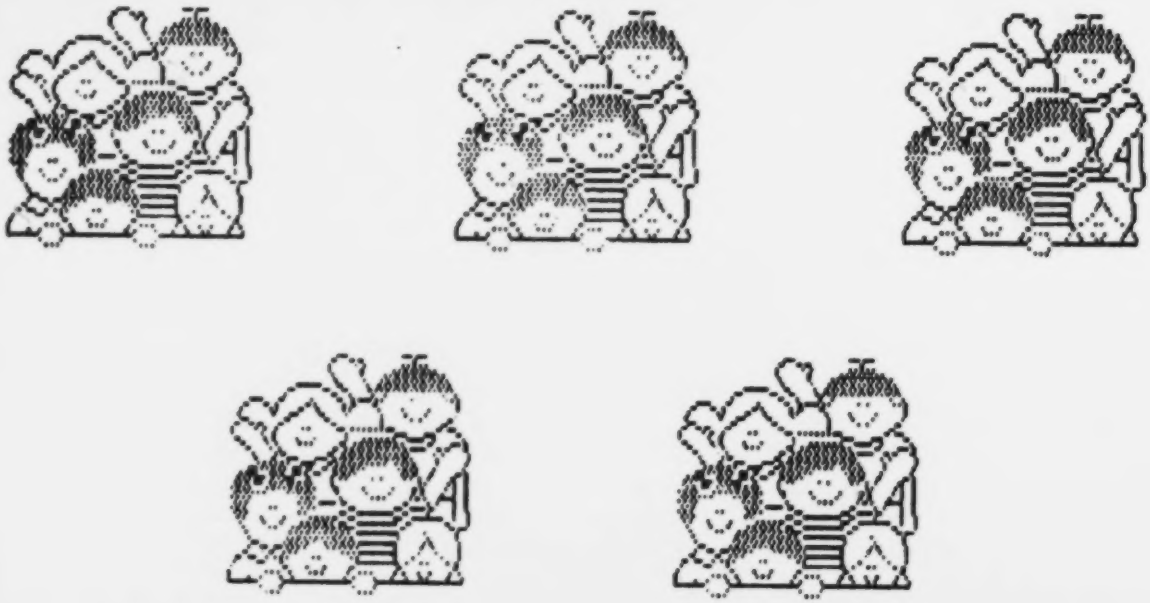
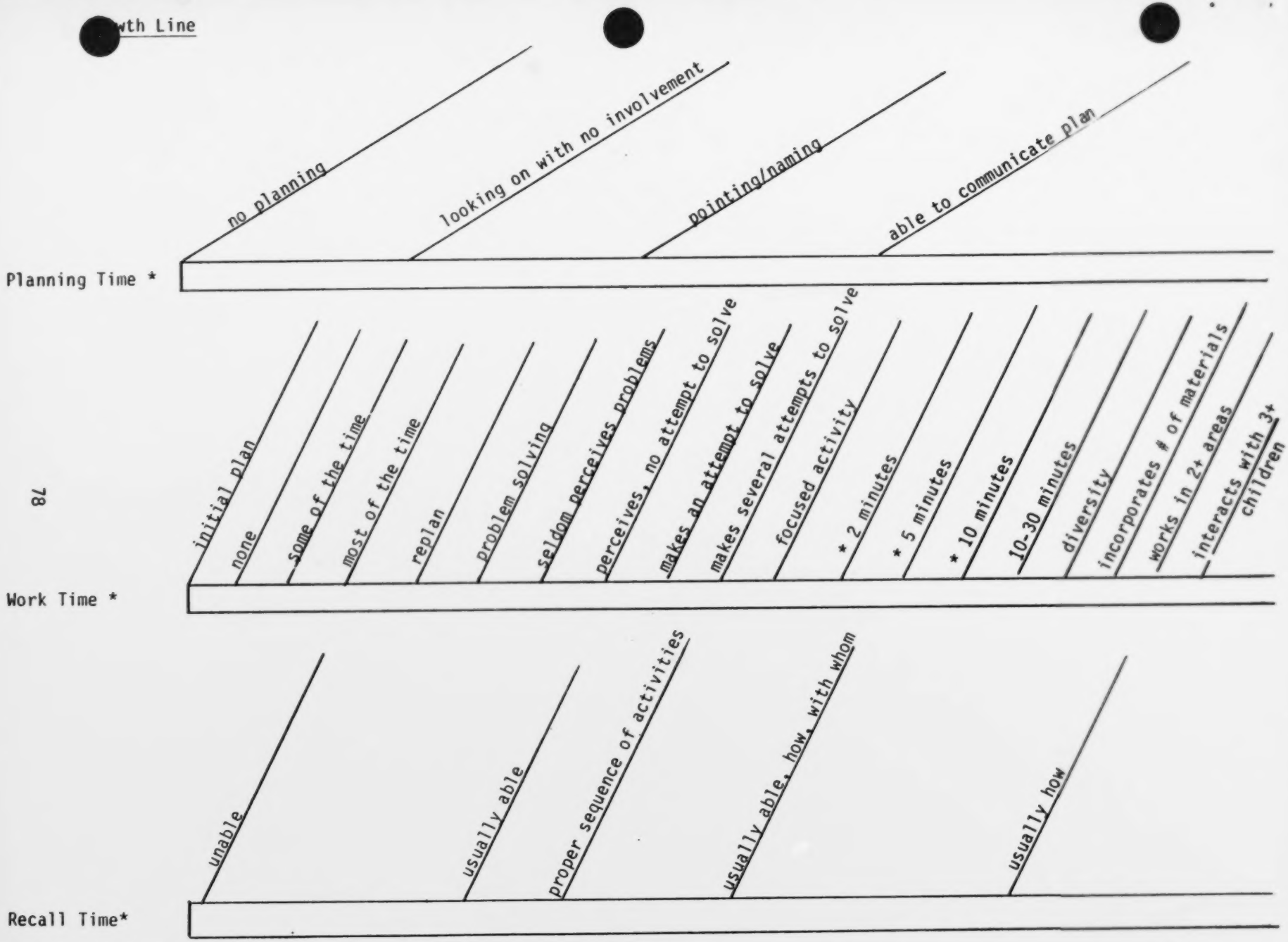
NAME DATE



GROWTH CHART



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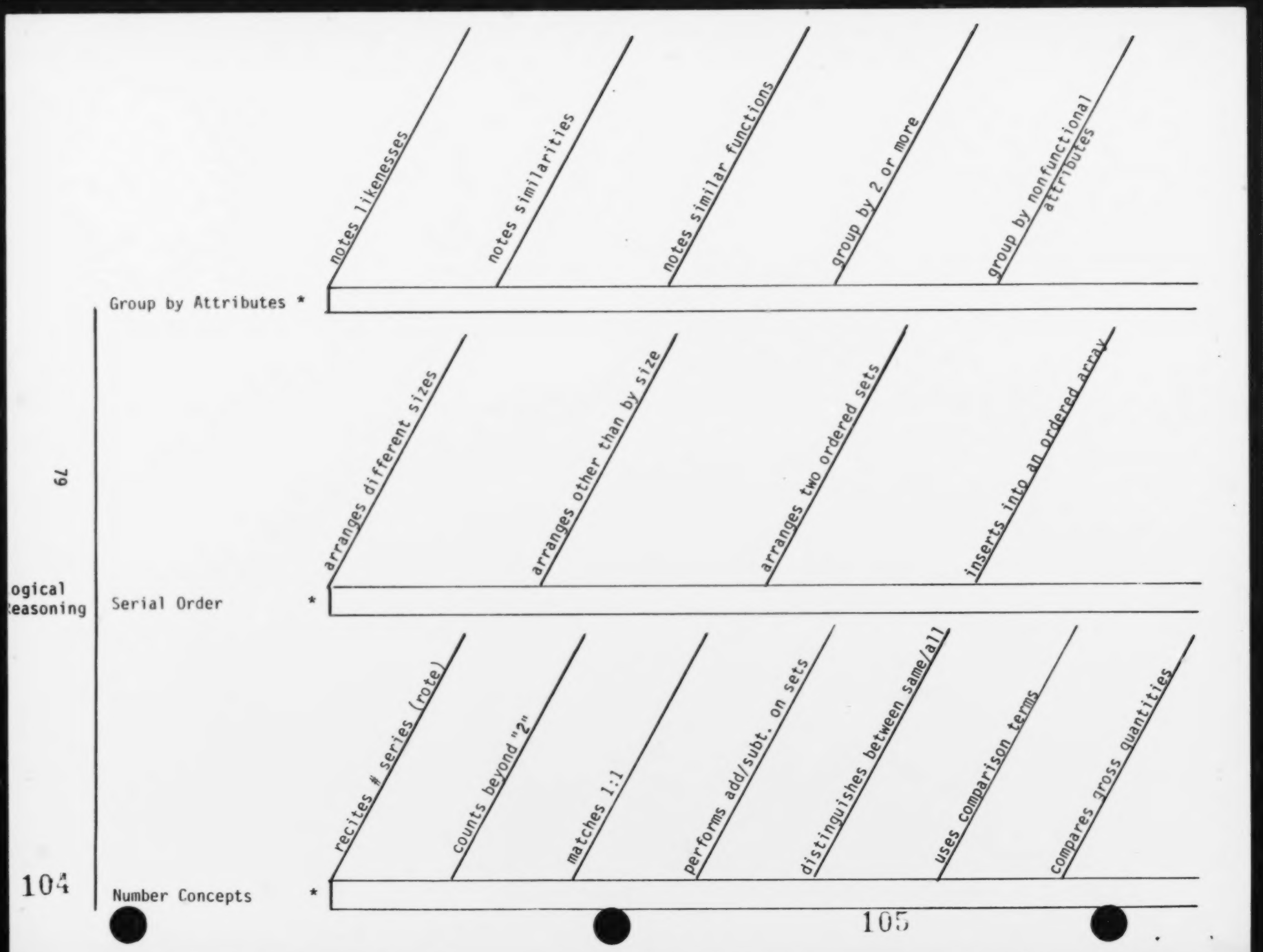
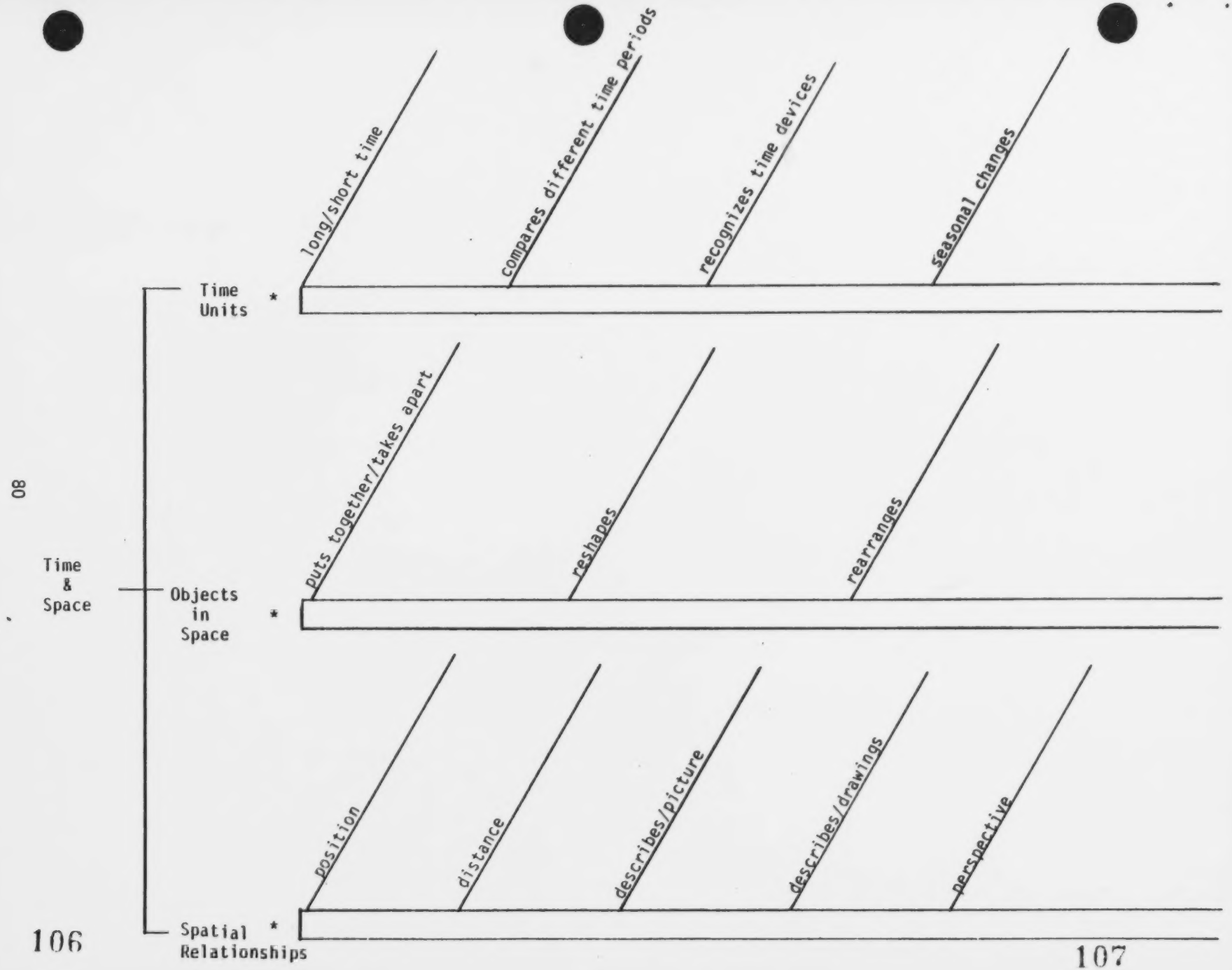
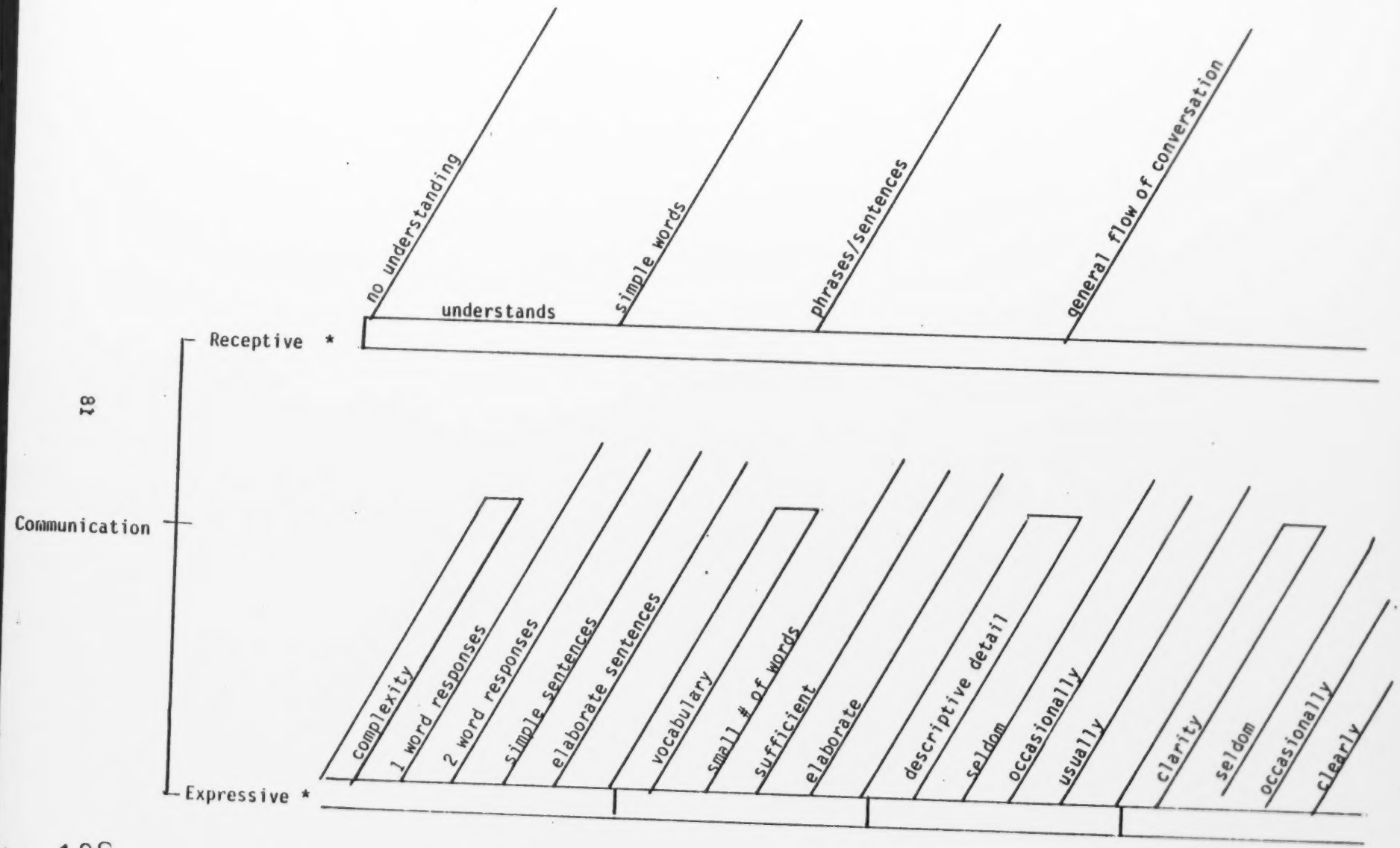
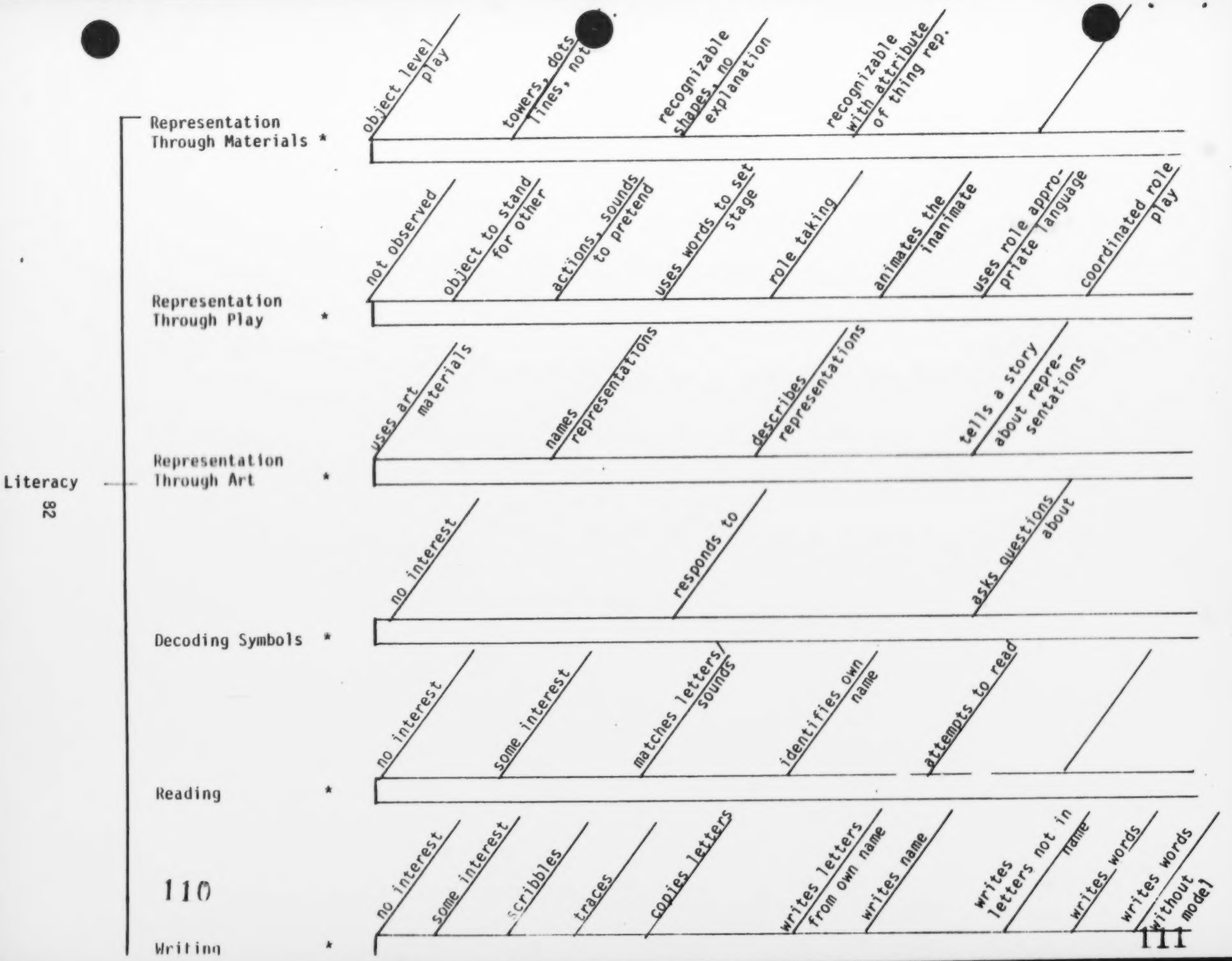
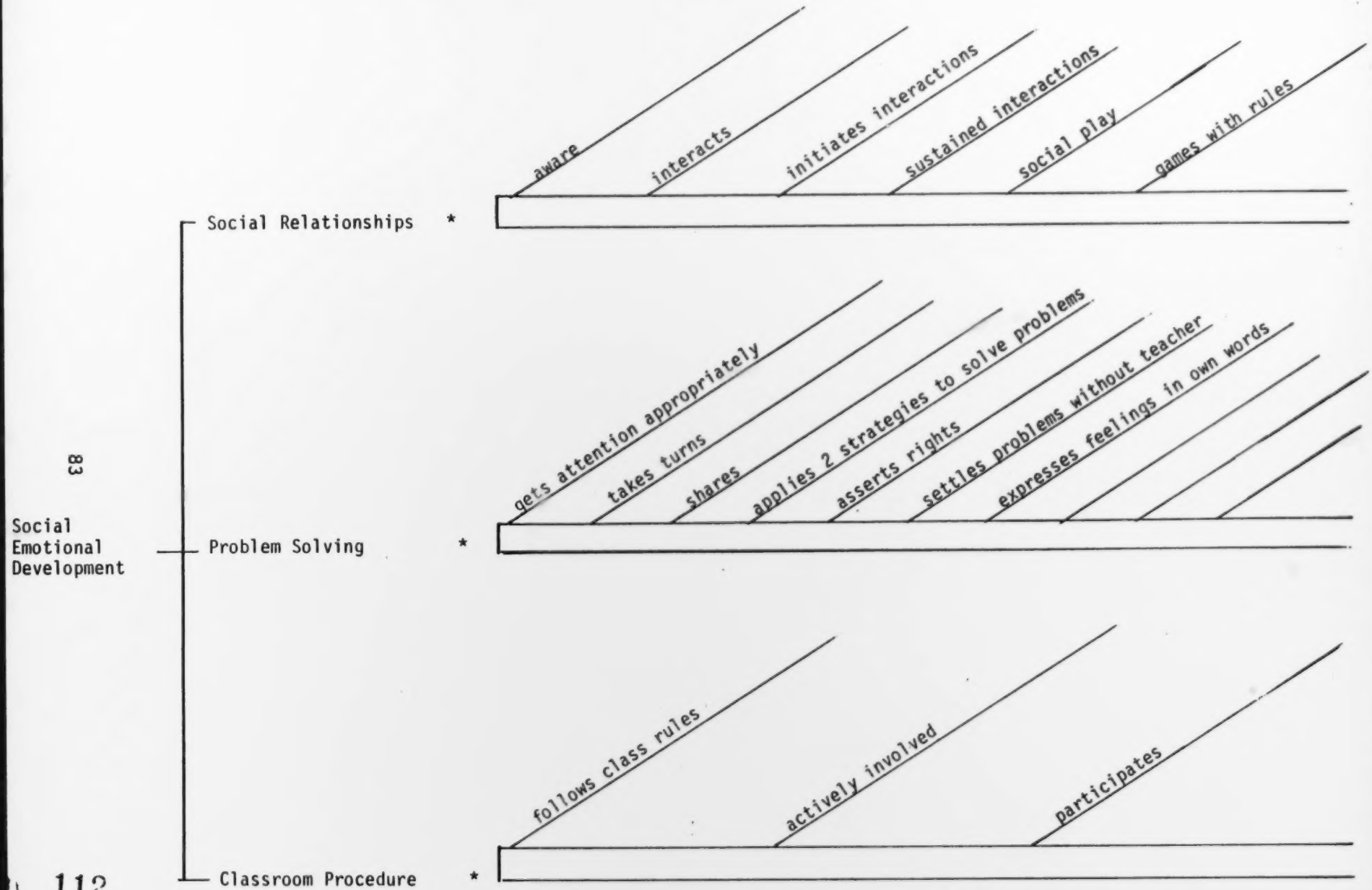
Note: Use a colored pencil to indicate child progress on the continuum.


notes likenesses
notes similarities
notes similar functions
group by 2 or more
group by nonfunctional attributes
Group by Attributes *
arranges different sizes
arranges other than by size
arranges two ordered sets
inserts into an ordered array
ogical
easoning
Serial Order
*
recites # series (rote)
counts beyond "2"
matches 1:1
performs add/subt. on sets
distinguishes between same/all
uses comparison terms
compares gross quantities
Number Concepts
*


Time & Space
Time Units *
long/short time
compares different time periods
recognizes time devices
seasonal changes
Objects in Space *
puts together/takes apart
reshapes
rearranges
Spatial Relationships *
position
distance
describes/picture
describes/drawings
perspective


no understanding
simple words
phrases/sentences
general flow of conversation
understands
Receptive *
Communication
Expressive *
complexity
1 word responses
2 word responses
simple sentences
elaborate sentences
vocabulary
small # of words
sufficient
elaborate
descriptive detail
seldom
occasionally
usually
clarity
seldom
occasionally
clearly


Literacy
Representation Through Materials *
object level play
towers, dots lines, not
recognizable shapes, no explanation
recognizable with attribute of thing rep.
Representation Through Play *
not observed
object to stand for other
actions, sounds to pretend
uses words to set stage
role taking
animates the inanimate
uses role appropriate language
coordinated role play
Representation Through Art *
uses art materials
names representations
describes representations
tells a story about representations
Decoding Symbols *
no interest
responds to
asks questions about
Reading *
no interest
some interest
matches letters/sounds
identifies own name
attempts to read
Writing *
no interest
some interest
scribbles
traces
copies letters
writes letters from own name
writes name
writes letters not in name
writes words
writes words without model


Social Emotional Development
Social Relationships
Problem Solving
Classroom Procedure
aware
interacts
initiates interactions
sustained interactions
social play
games with rules
gets attention appropriately
takes turns
shares
applies 2 strategies to solve problems
asserts rights
settles problems without teacher
expresses feelings in own words
follows class rules
actively involved
participates

PRESCHOOL PROGRAM SURVEY

DIRECTIONS: The following statements have been developed to document your perceptions of educational opportunities for preschool children in the Conneaut area. You are asked to express your degree of agreement or disagreement with each statement.

CIRCLE one of the following choices for each: SA = Strong Agree, A = Agree, NS = Not Sure, D = Disagree, and SD = Strongly Disagree.

1)	I have adequate information about educational services for preschoolers in the Conneaut area.	SA	A	NS	D	SD
2)	I have adequate information about the preschool program funded by the Ohio Department of Education in the Conneaut Area Schools.	SA	A	NS	D	SD
3)	I believe the educational needs of preschoolers in the Conneaut area are being met by current programs.	SA	A	NS	D	SD
4)	There is an adequate choice among preschool programs currently available in the Conneaut area.	SA	A	NS	D	SD
5)	Parents of children enrolled in preschool programs are involved in their children's schooling.	SA	A	NS	D	SD
6)	There are adequate communications among agencies delivering services to preschoolers in the Conneaut area.	SA	A	NS	D	SD
7)	The cost of preschool programs is an important factor in choosing a preschool program.	SA	A	NS	D	SD
8)	Transportation is an important factor in limiting some children's enrollment in available programs.	SA	A	NS	D	SD

9)	Preschool programs should be made available through the public schools.	SA	A	NS	D	SD
10)	A network of agencies and educational programs working with preschoolers and their parents should be established in the Conneaut area.	SA	A	NS	D	SD
11)	Educational services for preschoolers should be staffed by teachers certified in early childhood or kindergarten instruction.	SA	A	NS	D	SD
12)	Better attempts should be made by school officials to inform parents about the educational needs of preschoolers.	SA	A	NS	D	SD
13)	Attempts should be made to better inform parents about preschool programs available in the community.	SA	A	NS	D	SD
14)	There should be a greater variety of preschool programs available in the Conneaut area.	SA	A	NS	D	SD

Comments:

Thank you for your time in considering the items on this survey.

The activity which is the subject of this report was supported with funds provided by the Ohio Department of Education through a special grant award to the Conneaut Area City School District. However, the opinions expressed herein do not necessarily reflect the position or policy of the Ohio Department of Education, and no official endorsement by this agency should be inferred.

For Additional Copies Write To:

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Division of Educational Services
Early Childhood Section
65 S. Front Street, Room 202
Columbus, Ohio 43266-0308

614-466-0224